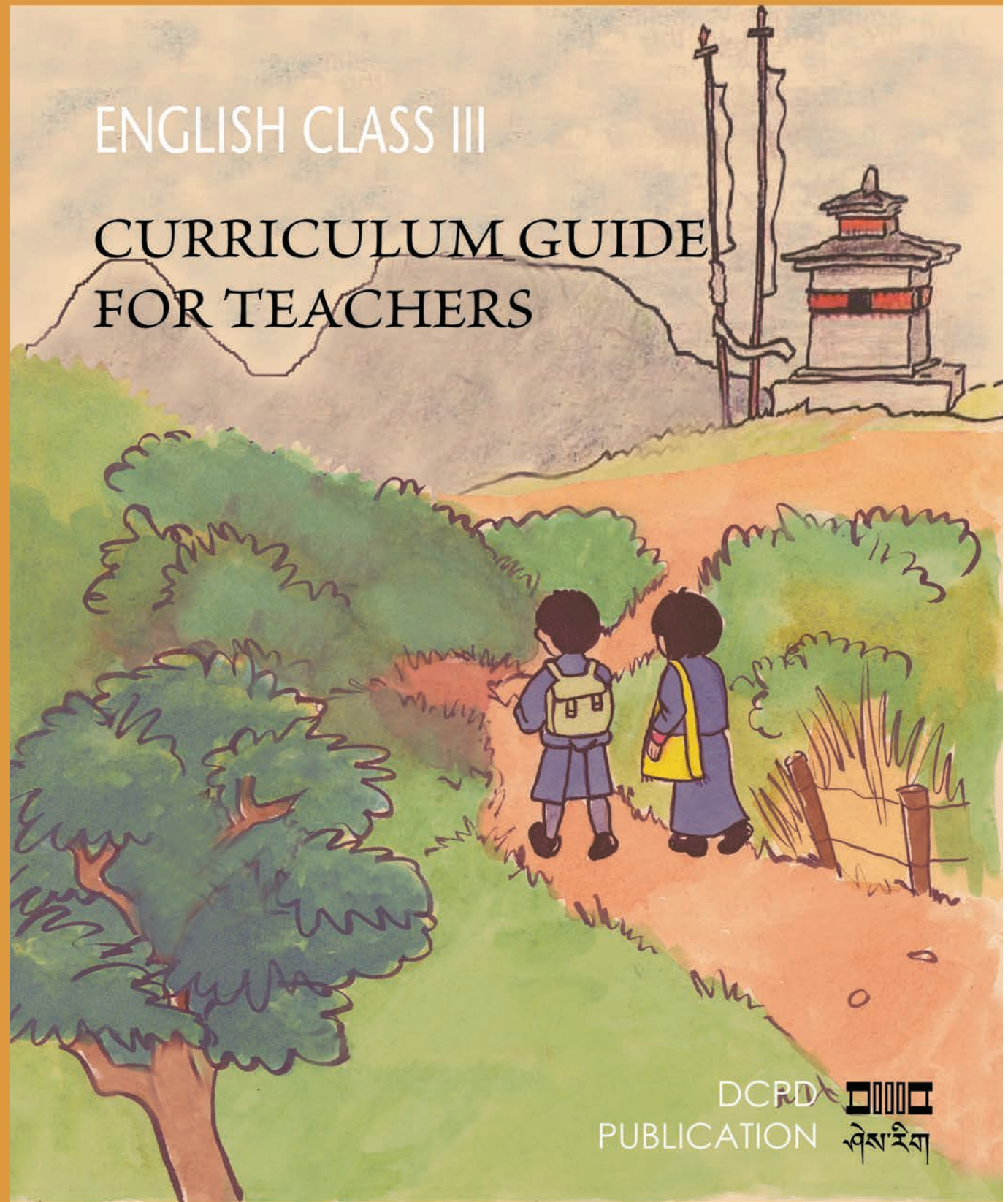


ENGLISH CLASS III

CURRICULUM GUIDE FOR TEACHERS

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FOR TEACHERS



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ENGLISH

Teacher's Guide

Class III



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

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MINISTER

ROYAL GOVERNMENT OF BHUTAN
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Foreword

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

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

In the new English curriculum, the emphasis is on the improvement of the language skills of the students, on literature studies written in contemporary English language, the inclusion of non-fiction writing and changes in the approach to the assessment of students' performance. The new curriculum also demands 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

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

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

Trashi Delek.


T
Minister
Ministry of Education

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An Introduction to the English Curriculum

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

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

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

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

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

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

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

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

That task of revision has been undertaken as part of The Strengthening of Support to Education in Bhutan (SSEB) Project, a cooperative effort 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 III **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 III

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 III

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

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

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

Strategies and Approaches for Reading

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

How to get started:

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

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

Phase 2

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

Phase 3

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

Phase 4

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

Phase 5

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

Strategies and Approaches for Writing

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

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

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

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

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

Letter Writing – One of the simplest things for students to write is a letter to someone they know. Writing letters helps students develop skills in: sharing information and ideas, practising cursive

writing or computer skills, talking, planning, spelling and structuring sentences. Letter formats can be demonstrated and put on a chart.

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

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

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

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

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

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

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_oday. It is_unny.*
(s M) .

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

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

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

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

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

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

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

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

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

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

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

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

Step 5: Read the Text.

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

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

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

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

Word Families – Word families are words with the same patterns and ending sound, often called rimes. Rimes include short and long vowels, diphthongs (e.g. “oa” “ou”), r-controlled vowels (e.g. “ar”, “er”, “ir”, “or”, “ur”), and vowels affected by “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.

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

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 III Teacher’s Guide

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 III 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.

OVERVIEW OF PLAN: CLASS III

Time Frame	Theme	Main text	Genre	Strategies			Supplementary
				Reading	L & Speaking	Writing	
2 Weeks (February)		Revision		Shared Reading Read Aloud Singing Songs	Ice-Breaker Games Book Walk Word Study - working with Words	Handwriting Practice	
	11 Weeks (March - May)	The True Son	Realistic Fiction Ghost Story	Guided Read aloud echo	Book talk text talk story telling	writing story	<ul style="list-style-type: none"> The Brothers ISBN - 978-99936-915-7-0
Two Unforgettable Days		Comic	Shared buddy	Answering questions	writing their experiences	<ul style="list-style-type: none"> Read to me Mice Who lived in the shoe Good Morning (from the Anthology) 	
The clothesline		Narrative poem	Read aloud choral echo	Listen to the rhythm of the poem	Interpreting the poem through illustration writing a similar poem	<ul style="list-style-type: none"> The Funny Man Brother (From the Anthology) 	
The Lion and the Hare		Fable	DRTA shared choral reader's theatre	Text talk tell fables and listen to fables	writing a fable	<ul style="list-style-type: none"> The Hare and the Tortoise (story from the book 'Famous Fables' ISBN-81-7070-204-6 The Hare and the Tortoise (Poem Given in the guide) 	
Punakha Domchoe		Historical text	Echo buddy silent	Text Talk	writing about their local festival		

Time Frame	Theme	Main text	Genre	Reading	Strategies		Supplementary
					L & Speaking	Writing	
12 weeks (June - September)	Discovering the World Around us	How they sleep	Descriptive poem	Read aloud Echo Reading	Text to life connection Text talk	Parallel writing poem writing	<ul style="list-style-type: none"> ABC Animals ISBN-81-207-3133-6
		The Caterpillar and the Butterfly	Descriptive poem	Shared Reading	Picture talk role play Graphophonic cues	Recording Parallel writing	<ul style="list-style-type: none"> Upside Down Bugs May Fly and June Bug (from the Anthology)
		The tree	Narrative poem	Read aloud echo independent	Discussion Phonic Cues	Picture description Speech	<ul style="list-style-type: none"> A Watering Rhyme Keeyang Keeyang (from the Anthology)
		A Moon Bear's dance	Lyric poem	Read aloud echo	Webbing Short and long vowel sound role play	Writing internal rhymes	<ul style="list-style-type: none"> Going to the Zoo (from the Anthology)
		Some Birds of Bhutan	Informational text	Guided Reading	Text to life connection (Conversation)	Develop scrap book (research) note taking	<ul style="list-style-type: none"> My Big Book of Birds ISBN-978-81-207-3585-9
		The Heavenly Birds	Story	DRTA	Question Answer	Personal Letter Writing	<ul style="list-style-type: none"> Nightingale ISBN-81-8006-641-X
		How do Plants Provide Food?	Informational text	Guided Reading	Text to life Connection	Information transfer Parallel writing	<ul style="list-style-type: none"> Sugar bakes cupcakes ISBN 978-93-84625-09-2

Time Frame	Theme	Main text	Genre	Strategies			Supplementary
				Reading	L & Speaking	Writing	
5 Weeks (Oct - Nov)	People and Places	Jangchung The Baby Snow Leopard	Story	<ul style="list-style-type: none"> Choral Reading Text to text connection 	Retelling story	<ul style="list-style-type: none"> Language structure Paragraph writing 	<ul style="list-style-type: none"> Albert Einstein A Life Story' by Mary Joseph A Chest of Stones ISBN-978-99936-818-8-5
		Stella and her Story books	Story	Buddy Reading	<ul style="list-style-type: none"> Word focus Word order 	Book Review	<ul style="list-style-type: none"> Barbie-Fairy Topia ISBN-(81-207-2868-8

Week One & Two

Learning Activities:

In the first week of school students will familiarize themselves with the school environment. The new comers will need some orientation to the school to help them adjust to the new environment. In the classroom the teacher will engage students in activities that will enable them to become familiar with their teacher and classmates and also to recall what they have learned in Class II. The following activities have been developed to allow students to interact among themselves. They will practice using English in the classroom. The activities should be inviting and make students feel comfortable and confident as they begin a new school year.

Activity 1 - Ice-Breaker Games

Learning objectives: Listening & Speaking 1, 2, 3 & 10 Reading & Literature 1 & 13

There are many ice-breaker games that can be used at the beginning of the school year to allow students to get to know each other in an enjoyable situation. One such game is to gather or make four or five simple jig-saw puzzles that differ from each other. They should have about five pieces each. Mix all pieces together and give each student one piece of a puzzle. Have them circulate around the room until they can find the classmates with pieces of the same puzzle. When the puzzles are complete the students will be divided into groups. Have them ask questions about each other as an introduction. (The questions may be chosen from the list in Activity 2).

The **Secret Code game** is another ice-breaker for the students when they meet each other for the first time in the classroom. This game helps students learn each other's name and builds a sense of community at the beginning of the school year.

- Prepare a card for each student by writing a secret code on each (the code is described below). You may also write out the secret message on slips of paper that are folded into various shapes.
- Greet and welcome students to their first lesson. Tell them you will play a game called
- 'Secret Code'. Each letter that is written on their card represents the previous letter in the alphabet. For example, if you want to write the word "hello", you will write the letter 'i' for 'h', the letter 'f' for 'e', the letter 'm' for the 'l' and the letter 'p' for the letter 'o'. The secret code would be written as "ifmmp".
- Demonstrate a few codes on the chalkboard for students to decipher as a class. It will
- be helpful to have an alphabet posted for quick confirmation.
- Once students understand, allow them to work out their messages individually. The first one to find out the hidden message should read it out to the rest of the class and carry out the instructions. e.g. IFMMP, XIBU JT ZPVS OBNE? (Decode: 'Hello, what is your name?'). Instructions may be to sit beside a window, stand on one foot, touch your head, etc. The reader must first decode the message and follow the instructions. Continue around the class until everyone has deciphered their messages.

Activity 2

Learning Objectives: Listening & Speaking 1, 2, 3

Writing 1, 10 & 11

The teacher will write the following questions on the chalkboard:

- *What is your name?*
- *Where do you come from?*
- *How many brothers do you have?*
- *What is his/their name (s)?*
- *How many sisters do you have?*
- *What is her/their name (s)?*
- *What do you like?*

Have students ask and answer the questions orally in groups and in pairs, answering in full sentences. After adequate practice, have students write about themselves and one classmate. A writing form may be provided such as,

e.g.

My name is Choeki .

I am from Haa.

I have one brother. His name is Sonam Norbu.

I have two sisters. My elder sister's name is Deki and the younger's is Kezang.

I like reading storybooks.

My friend's name is Sonam Deki.

She comes from Samdrup Jongkhar.

She has three brothers. Their names are Yoesal, Tobgay and Nidup.

She has one sister. Her name is Karma.

She likes listening to music and reading books.

Students can illustrate their writing and display it in the classroom.

Activity 3 - Book Walk

Learning Objectives: Reading & Literature 9, 10 & 12

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

Activity 4 - Word Study Learning Objectives: Writing 3

Review **high-frequency words** from Class II. (See Appendix). Refer to **Approaches and Strategies** for instructional steps 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 5 - Shared Reading

Learning Objectives: Reading & Literature 1, 2, 14

Choose a read-aloud book that students will enjoy. 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 6 - Using a Poem to Teach Letter Sounds

Learning Objectives: Reading & Literature 1 & 3 Writing 3

Write the following poem on chart paper and use a **shared reading approach** to read the poem together, focussing on the sound "ch" and meanings of words. Have students engage in **choral reading** in a number of ways. Initially, use a pointer to point out the words as they are read and eventually they may chant the poem.

Charlie's Chickens by Babs Bell Hajdusiewicz Charlie Chip was hungry

For some chicken soup

So he went to choose a chicken From his champion chicken coop But Charlie's champion chickens

Charmed poor Charlie with a chant

"You can't make champions into chunks You can't!

You can't!

You can't!"

So Charlie serves chitlins

With chilled chunks of cheddar cheese

While his charming champion chickens chant, "Charlie, pass the peas!"

Use strategies from **Teaching Letter Sounds** to focus on the 'ch' sound. Have students write other words that begin with "ch" and place them on a word wall under the heading 'Ch'. Develop the habit of using the **word wall** through large and small activities, as a centre activity and as a reference during reading and writing.

Activity 7 - Singing Songs

Learning Objectives: Reading & Literature 1, 2, 14

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

Activity 8 - Read Aloud

Learning Objectives: Reading & Literature 1, 2

Begin the procedure of reading to the students daily for enjoyment, even if it is for a short a time. A variety of texts should be used, including fiction, non-fiction, and poetry. This is one of the best ways to interest them in reading. Choose a book that students will enjoy and read with feeling and expression, inviting students to make predictions and respond. Reading a short novel to the class, one chapter at a time, is particularly a good way to extend their thinking and develop their imaginations.

Activity 9 - Working with Words (Word Bingo)

Learning Objectives: Writing 3 Listening & Speaking 2

Play the game with the whole class. Give a 9, 16 or 25 square grid to each student and pick words from Class II vocabulary to be included in the game. As a word is picked, students write the word on the grid in a blank block. Record each word on index cards. When students' blocks are complete, shuffle the cards and call out one word at a time. Students spell the word and cover the word using paper squares or counters. The first student to have a complete row is the winner.

Activity 10 - Begin Ongoing Word Lists

Learning Objectives: Writing 3 Reading & Literature 9

- Build ongoing lists of word families beginning with known words, the students' writing and from stories. e.g. *happy, happier, unhappy*. Talk about their meaning and when and how they are used. Keep adding to the lists throughout the school year.
- Make ongoing lists of comparatives and superlatives and look at how they are spelled

e.g.

pretty-prettier-prettiest good-better-best high-higher-highest

- Make lists of words and their plurals.

e.g.

sheep- sheep, glass-glasses box-boxes dog-dogs

- Build ongoing lists of action words (verbs) and their tenses.

e.g.

go-going-gone cry-crying-cried push-pushing-pushed

- Do the same for compound words.

Activity 11 - Handwriting Practice

Learning Objectives: Writing 1

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 or cursive writing for the students during shared writing.
- Display 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.

Theme One: Home and Community

Topic: School

Week: 3 & 4

Activity 1 - Group Norms

Learning Objective: Listening & Speaking 8

- Use newly acquired vocabulary appropriately.

Learning objectives: Writing 3, 8

- Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing. (3)
- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.(8).

Specific objective for the activity:

- Use appropriate vocabulary to discuss and frame classroom norms.
- Use newly acquired vocabulary appropriately to write down the group norms in simple and correct sentences.

Language in practice:

- We/I will/will not ...
- We/I should/should not ...
- We/I must/must not...
- We are allowed / not allowed
- I am allowed/not allowed because ...

Discuss with the whole class and let students come up with what they are allowed/not allowed to do at home (Home rules). Probe students to come up with examples such as:

- We are/I am allowed to read.
- We are/I am not allowed to go out at night.
- We are/I am allowed to watch TV after finishing our homework.
- We are/I am not allowed to talk while eating.
- We are not allowed eat in the bedroom.

Further, the teacher may initiate a discussion on why they are allowed/not allowed (the reasons would lead to the discussion on the concept of learning to live in harmony with respect for one another, sense of belonging and a sense of time in the community).

After knowing the importance of living in harmony at home, students now form/develop norms for their class. For that, let the teams discuss and write down at least four classroom rules on a paper using the language given below (RoundTable).

- We/I will/will not ...
- We/I should/should not ...
- We/I must/must not...

Now, let the teams paste their work on a chart. Through a whole class discussion come up with a set of rules for the class that everyone agree on. Now focus on the use of positive statements and change the negative statements into positives ones as in the example given below:

Negative statements	Positive statements
We will not shout in the class.	We will talk gently in the class.
We will not come late to the class.	We will come to the class on time.

Finally, display the classroom norms on the wall to be used for the year.

For the next activity, ask students to bring calendars if the teacher cannot find enough.

Activity 2 - Calendar

Learning Objective 1: Listening & Speaking 8

- Use newly acquired vocabulary appropriately.

Learning Objectives: Reading & Literature 12

- Read to gain information and for pleasure.

Specific objective for the activity

- Ask and respond to simple questions using a calendar.

Show a calendar and ask the following questions to check the prior knowledge related to this topic: What is this? Have you seen it? Do you use it at home?

Provide a calendar to each team and let them practice the following language in pairs.

(RallyRobin).

Question: What is this/it?

Answer: This/It is a calendar.

Question: What are these/those?

Answer: These/Those are calendars.

Question: (Pointing to a month) How many days are there in this month?

Answer: There are days.

Question: How many months are there in a year?

Answer: There are twelve months in a year.

Question: Which days are weekdays/weekends?

Answer: Monday to Friday are weekdays and Saturday and Sunday are weekends.

Question: What is the first day of the week?

Answer: Monday is the first day of the week.

Question: What is the last month of the year?

Answer: December is the last month of the year.

Question: Why are some days marked red on the calendar?

Answer: The red marked on the calendar are holidays.

Question: How many holidays are there in a year/month?

Answer: There are holidays in a year/month.

Activity 3 - School Calendar

Learning Objectives: Listening and Speaking 8

- ☑ Use newly acquired vocabulary appropriately.

Learning Objectives: Reading & Literature 12

- Read to gain information and for pleasure.

Specific objective for the activity

- Ask and respond to simple questions about the school calendar.
- Read to arrange the jumbled words to form correct sentences.

Display or project the school calendar (may use the school diary) to run through the activities and sort out the events related/relevant to class III through a whole class discussion using the language practiced below. Simultaneously, list down month wise activities on the chart. (To be used for the activity 5)

Language in practice:

Teacher: What is this/it? (Project/display the school calendar)

Student: This/It is a school calendar. (If students do answer the teacher will probe) Teacher: What activities do we have in the month of _____?

Student: We have His Majesty's birth anniversary celebration, Losar, fee collection/ submission etc..... Teacher: How many activities are there for class III in this month?

Student: There are _____ activities, or there is no activity in this month. Teacher: When do we celebrate__?

Student: We celebrate _____ on _____ Teacher: What is the first/last activity of the year?

Student: Annual Result day is the last activity of the year.

Teacher: When is the hand washing/ club/ green/ pedestrian/ scout....day? Student: The _____ is the _____ day.

Divide the students in to six teams. Provide the jumbled words of a sentence to each team. The team will then arrange the jumbled words to form a correct sentence. Teacher goes around and checks whether the sentence is correct. After that, teams exchange their jumbled words with other teams who has finished. This will go on until each team gets all the six sentences. Provide jumbled words of the following sentences to each team.

- We have His Majesty's Birth Anniversary Celebration on 21 February.
- Annual Result day is the last activity of the year.
- This is a school Calendar.
- We celebrate May 2nd as the Teachers' Day.
- We celebrate the National Day on 17th December.
- There are many National holidays this year.

Activity 4 - Inquiry

Learning Objective 1: Listening and Speaking, 8

- Use newly acquired vocabulary appropriately.

Learning objective: Writing 3

- Use their knowledge of phonics, high frequency words and spelling pattern to improve their writing.

Specific objective for the activity

- ☑ Use appropriate phrases to ask and respond to simple questions.

Procedures: (Structured Inquiry) QUESTION

Which month has the most birthdays?

Ask the questions to the students to help them think about or predict their friends' birthdays.

HYPOTHESIZE

Language in Practice

There might be students born in March, February... I/We think there are.....born in -----

Ensure to use these phrases to predict and to estimate during the group discussion. Practice the phrases repeatedly before moving to the next step.

Provide a worksheet in teams and let them write their prediction in the second column of the table.

Instruction:

- Look at the table in the worksheet.
- Take out your pencil and eraser.
- Guess using the language practiced and write down your estimation.

Month	Estimation
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Design and Collect Data

Language in practice:

Before going for data collection let students practice the following in pairs.

A: When is your birthday?

B: It is on 6th December.

A: When were you born?

B: I was born on 7th March.

Set 12 corners for 12 months in the classroom. Send students to their respective birth month corners. Let them use the worksheet given below to ask and note down the names and the dates of their friends birthdays.

Instructions:

- Look at the table again.
- Use your pencil.
- Ask your friends birthdays using the language practiced earlier.
- Write it down in your worksheet.

Month	Birthdays and Names

ANALYZE DATA

Ask children to compare their final findings with their predictions.

- Is your prediction /guess right or wrong?
- Are your predictions/guesses right or wrong?
- Yes, it is right. No, it is not.
- Yes, they are. No, they are not. (Change it)

CONCLUDE

Ask children to come to the conclusion for the most accurate data. Teacher: How many students are born in the month of January?

Student: There are ___students born in the month of January. (Repeat the question for all the months.) Teacher: Which month has the most birthdays?

Student: The ___month has the most birthdays.

SHARE

Let students share using the following language.

There are _____ students born in the month of _____. The _____ month has the most birthdays.

NOTE: Provide the following template to each student in the class. Inform the students that they are going to make a class calendar the following day. Let them write down all the local events/festivals by asking their parents or family members.

Date/month/year	Local events
e.g. 6 th March	
e.g.	

Activity 5 - Design class calendar

Learning Objectives: Listening and Speaking 3

- Initiate conversation and respond to others in familiar situations such as in the classroom, the library and on the playground.

Learning Objectives: Writing 8

- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.

Specific Objective for the activity

- Discuss to generate ideas in order to create their class calendar.
- Write positive comments and suggestion in simple sentences.

Teacher initiates a discussion to collect the information from the students. During the discussion teacher list the dates of the local festivals and add the current information on to the existing chart of **activity 3**. Group students according to the month they are born. Let them use all their information (birthdays, local festivals/events and the class three activities) from the chart to make their month calendar.

To design the monthly calendar students could follow the steps given below:

Define

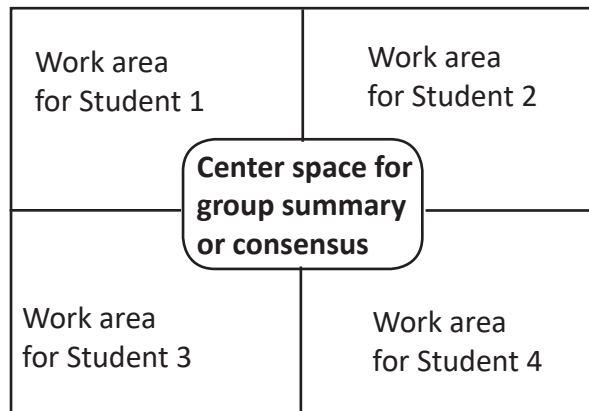
Students and Teachers will together state a problem statement. Such as 'Class III students need a way to design a class calendar.'

Generate Ideas

Let students use a placemat consensus to generate ideas to design a class calendar.

One of the best practices a teacher can use in the classroom is making a team of students into (3-5 students), who then work together to complete a task. Each student spends a few minutes brainstorming, and writing their own statements about a topic, in their own space. Then, a team leader writes the consensus statements (the things students agree is true) in the center. This practice is called “Placement Consensus.”

A conventional, done-on- chart-paper, model is this:



Source: Best Practices: The “Placemat Consensus” Technique Improved, Using Technology. Retrieved January 17th, 2019 from www.sevenminutescientist.com.

Language practice:

Provide the following gambits along with positive comments written on a card and let them use it during discussion. For that teacher can move around and encourage the students to use them appropriately.

- I like your idea because...
- Let's do it.
- How about this idea?... (students suggest ideas)
- It seems we can do but how about? (Students suggest ideas).
- This would look beautiful.
- I like the way you suggest, but how about this idea? (students suggest ideas)

Create

Based on their best chosen idea, students create a monthly calendar. The calendars can be in the form of illustrations or table.

Evaluate

Let them display the monthly calendar in their own group and let others go around for a gallery walk. Encourage students to provide two positive comments and one suggestion for the group calendar. Let them use the following format:

Two positive comments:

I like ___ and ___ about your calendar.

One suggestion

How about _____?

Activity 6 - Writing

Learning Objectives: Reading 12

- Read to gain information and for pleasure.

Learning Objectives: Writing 8

- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.

Specific objective for the activity

- Read the information from class timetable and complete the sentences.

Provide a copy of class timetable for the year in each group and let students refer the timetable and fill in the blanks provided below. (Use RallyTable.)

We have _____ in the first period.

There are _____ periods in a day.

Mrs. / Mr. _____ teaches us mathematics.

We have _____ English periods on Tuesday.

Our interval/ recess time starts from _____ am to _____ am.

Lopen _____ teaches us Dzongkha.

We have library / value / HPE / reading once a week.

We have _____ periods in a week

Further, let the students frame their own study timetable individually.

Activity 6 - Rhyme

Learning Objectives: Listening and speaking 8

- Use newly acquired vocabulary appropriately.

Learning Objectives: Reading and literature 2

- Read aloud with fluency and expression.

Specific objective for the activity

- Use newly acquired vocabulary related to modes of transportation.
- Sing aloud with expression.

Display/project the rhyme Travelling Travelling given below. Teacher models how to sing the rhyme in tune of (Row Row Row your boat) by using Echo reading. After that let students identify the new words from the rhyme: e.g. **Travelling, merry, cruise, chill, thrill, hill, track, rails, plane, stamp.** Demonstrate/teach vocabulary through context.

Travelling, Travelling

— Adapted from class II Anthology of Songs and Rhymes.

Stamp, stamp, stamp your feet,
Stamp them on the ground.
Travelling, travelling on your feet,
Walk to get around!

Ride, ride, ride a horse
Up and down the hill
Travelling, travelling along the track
Ride to get a thrill.

Ride, ride, ride a yak
Up and down the hill
Travelling, travelling along the track
Ride to feel the chill.

Drive, drive, drive your car,
Have a merry cruise.
Travelling, travelling on the road,
Cars are what you use.

Row, row, row your boat,
Gently across the lake.
Travelling, travelling on the water,
Boats are what you take.

Fly, fly, fly your plane,
High up in the air
Travelling, travelling through the sky,
Planes will get you there.

Chug, chug, chug your train,
Chug along the track.
Travelling, travelling on the rails,
Trains go there and back

Divide the class into seven teams and give each stanza to a team. Let the teams identify a pair of rhyming words from their stanza and share it to the whole class.

First stanza- ground, around. Second stanza- bill, thrill

Third Stanza- bill, chill.....

After that let them illustrate their understandings of the stanza. Then let the class move around for a table walk to find out what was used for travelling using the worksheet given below.

What is used to travel?	Where?
e.g. boat	Water

After completing the worksheet ask questions like the following to introduce the modes of transportation. The discussion should lead to modes of transportation. (Land, air and water)

1. Where does a boat travel?
A boat travels on water.
2. Where does a plane fly?
A plane flies in the sky/air.
3. Where does a car travel?
A car travels on the land/road.
4. Where does a yak travel?
A yak travels on the land.
5. Where does a horse travel?
A horse travels on land.

Activity 7 - Inquiry

Learning Objective: Listening and speaking 3

- Initiate conversation and respond to others in familiar situation in the classroom, library and on the playground.

Learning Objectives: Writing 7

- Develop their ideas in simple paragraph.

Specific objective for the activity

- Initiate conversation and respond to others in familiar situation in the classroom and community to collect the ways of students' travel.

Let students inquire about the modes of transportation following the inquiry steps.

Question

Teacher ask the following question.

How do most people travel in your locality?

Hypothesize

Language in Practice

I/We think, most people use

E.g. I think most people use cars/horse/yaks etc.

Ensure to use these phrases to predict and to estimate during the group discussion. Practice the phrases repeatedly before going to the next step. Provide a worksheet in team and let them tally their prediction in the second column of the table.

Instruction:

- Look at the table in the worksheet.
- Take out your pencil and eraser.
- Guess using the language practiced and write down your estimation

Transportation	Estimation
<i>Vehicle</i>	
<i>Horse</i>	
<i>Plane</i>	
<i>On foot</i>	
<i>Yak</i>	
<i>Cycle/ bike/ scooter</i>	

- Design and Collect Data

Language in practice:

Before going for data collection let students practice the following in pairs.

A: How do you come to school? B: I come to school on foot.

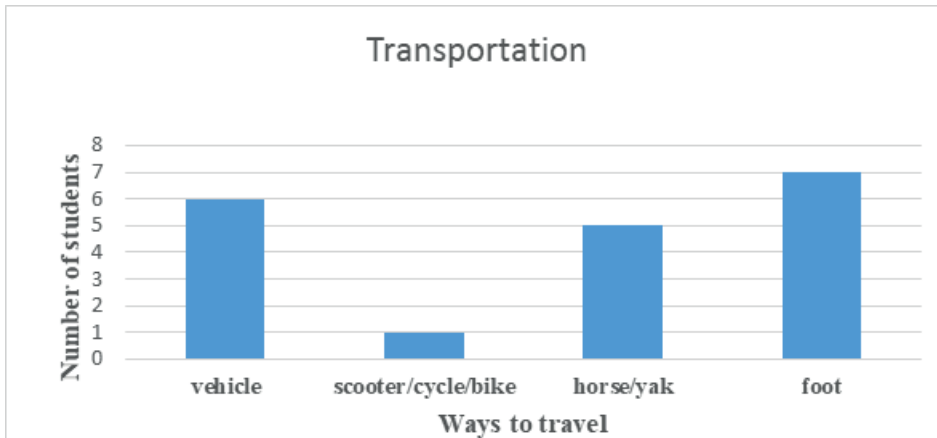
A: How does your father go to work? B: He goes on foot/ by car.
He rides a horse/He travels by riding on a horse.

Divide students into teams and let the teams go to village/school/class (whichever appropriate) to collect data. Let them ask and tally the conclusion in the second column.

Transportation	Final conclusion
<i>vehicle</i>	
<i>horse</i>	
<i>Plane</i>	
<i>On foot</i>	
<i>yak</i>	
<i>Cycle/ bike/ scooter</i>	

- **ANALYZE DATA**

After the data collection let the teams illustrate their information in the form of bar graph/pictures. E.g given below.



- **CONCLUDE**

Ask children to come to the final conclusion by looking at their bar graph and write few sentences about it. Teacher helps students to use the following language correctly while describing the graph so that students will not struggle while writing.

Example:

- Six students travel by car/vehicle.
- Most students walk to school.
- Only one student come by cycle.

- **SHARE**

Let the students share their information on the school/class notice board. After that divide the class into two teams and conduct a debate on the topics listed below:

- Walking on foot versus riding a car.
- Walking on foot versus riding horse/yak/donkey/bull/cart.
- Walking on foot versus riding a bicycle.

Encourage students to build their points focusing on the advantages and disadvantages of their chosen topic. And also assist them to form correct sentences before and during the debate. This debate should lead to the impact of transportation such as:

- Walking is good for health.
- Cars are bad for health (smoke, noise, heat, chemical substances, dust)
- Traffic jam
- Risky (major accidents)
- Cars are expensive (fuel, maintenance)
- Walking in the forest is dangerous. (wild animals)
- Riding a horse is fun.

- Riding a horse is risky because if you don't hold on tight, you may fall down.
- Riding a yak can be risky because it may butt.
- Walking will tire you if you don't eat food.
- Long distance walk will make you sleepy in the class.

Activity 8 - Safety Rules

Learning Objective: Writing 8

- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.

Specific objective for the activity

- Write safety rules with correct simple sentences using capital letters and full stops.

Recapitulate the traffic rules that they learnt in class II. For this, let students in teams write down four traffic rules using RoundTable.

The following are the rules that student learnt in class II.

You must not play on the road. You must not run in front of a car.

You must walk by the side of the road.

You must look both ways before crossing a street or road. You must not jump on the back of a car.

While students are writing the rules, encourage students to use positive statements as mentioned in

Activity 1, Week 1, Topic School.

Then let students share their work to the whole class. Teacher may add few new rules through whole class discussion.

Example: you must use the zebra crossing while crossing the road. Further, discuss the consequences of walking slowly while crossing the road.

Provide five relevant topics each to five groups such as:

1. River safety (bridge) measures
2. Electricity safety Measures
3. Fire safety Measures
4. Forest safety Measures

Encourage the teams to design a poster with drawings, illustrations and few phrases. Let them use the following incomplete sentences on the posters:

We must _____

I must _____

Follow up activity

Take students outside. Let each team give a demonstration on the safety measures on their topics. After each teams demonstration the whole class practice the safety measures.

Assessment Tool 1: Checklist to assess Listening and Speaking skill

Assessment Tool 9: Checklist to assess students' ability to read poem/rhyme

Text 1: The True Son Genre: *Realistic Fiction* **Author:** CAPSD

Week: 5 & 6

Synopsis: This is a story of a boy who runs away from the school and faces a lot of problems.

High-Frequency Words : *village, then, boy, clothes, away, through, forest, trees, looked, that, same, went, about, your, family, things, called, river, was, again*

Vocabulary: *cave, temple, vase, dark, lid, demon, hugged, frightened, lay, choose, feel, together, age, far, happily, through, clever, happily, past, hostel, suddenly, kilometres*

Key learning outcomes:

- Read aloud the words with clear pronunciation
- Read aloud with proper intonation
- Demonstrate how a dictionary is arranged
- Use headword to find the meaning of a word
- Talk about the text
- Make text to life connections
- Write a simple story about their own experiences

Before Reading

Activity 1 - Book Talk

Learning Objectives: Listening & Speaking 1, 3, 10

Show students the cover of the book, including the title and ask them to make predictions about the possible content of the book. Ask students what they think a True Son would be. What would a True daughter be? Discuss the meaning of word 'true'. When have they heard it before? Turn the pages of the book, discussing the illustrations on each page and having them make predictions about the story. Introduce some of the vocabulary through the book talk and in the context of the story. Brainstorm with students some of the words they might expect to find in the text. Write the words on the chalkboard and ask them if the words were in the story after reading.

Activity 2: Using a Picture Dictionary Learning Objectives: Reading & Literature 3, 11

Have students explore picture dictionaries in groups. If there is a limited supply, use one for the whole class with instructions such as:

- *look at the cover of the dictionary and tell what you see*
- *look at the first page and tell what it contains*
- *check and see how the words are arranged*
- *look inside the book and say what you see*
- *how is this book different from the other books*
- *turn to page ... and look at the picture of a ...*
- *what do you see in the picture*
- *look at the word and say what the word means*

Reading

Activity 3: Guided Reading

Learning Objectives: Reading & Literature 1, 4, 11, 13

Using a **guided reading approach**, have students read individually or in pairs the pages 1 to 3 searching for answers to the following questions:

- *Who is Norbu?*
- *Why was Norbu unhappy?*
- *What did Norbu dream?*
- *What plan did Norbu make?*
- *Do you think Norbu will be the True Son?*

After reading the section, ask students what they found and to make predictions on what will happen next.

Follow the same procedure for the rest of the text, observing, listening and intervening where appropriate to help students develop reading strategies and to become aware of those strategies.

Pages 4 – 7:

- *What did Norbu hear when he was running through the dark forest?*
- *Why was Norbu not afraid of the boy?*
- *Where did Norbu and his friend spend the night?*
- *What did Norbu find out in the morning?*

Pages 8 to 11:

- *What did the boy say to Norbu?*
- *Why did Norbu cry?*
- *What did Norbu do when he reached home?*
- *How did the demon boy get inside the house?*

Pages 12 – 18:

- *What did the mother do when she saw them?*
- *Whom did the mother ask for help?*
- *What did the Lama ask the boys to do?*
- *Who got into the vase first?*
- *What did the Lama do then?*

Activity 4 - Read Aloud

Learning Objectives: Reading & Literature 2, 11, 13

Read the text aloud to the students as they follow along in their own copies. This is an opportunity to model, explain and focus on reading strategies.

Reading Response

Activity 5 - Text to Life Connections

Learning Objectives: Listening & Speaking 3, 8

Discuss the text with questions such as, were your predictions correct. Were you surprised or puzzled by anything in the book? Did you ever run away from home? Do you know anyone who ran away? Has anything like this ever happened to you? Were you frightened in any part of the book? If you were in the hostel what would you do? What would you do if you meet a demon just like you? Do you think Norbu's mother is clever? How do you know? Do you think the story is true? Why? What do you think of the ending?

Activity 6 - Tableaux

Learning Objectives: Listening & Speaking 2, 3, 8

Have students work in groups to choose one illustration and make a **tableaux** or frozen sculpture. Students should look at their assigned or chosen illustration carefully and discuss how they will portray the scene. On a given signal, have them freeze in position. Repeat the procedure having one group at a time freeze on signal so other groups can see their tableaux.

Activity 7 - Journals

Learning Objectives: Writing 1, 2, 3

Have students make a journal entry in response to the question, *Why do you think Norbu was called a True Son?* Share their journal entries with a partner or the whole class.

Follow up

Activity 8 - Word Search

Learning Objectives: Reading & Literature 1, 9, 12, 14

Using the text, have students work individually or with partners to find and write the following words:

From the story 'The True Son'

(a) **Find the words beginning with the letter sound**

On page 1 find a word beginning with **v**, two **h** words and a **fr** word.

On page 2 find three words beginning with **l**, a **dr** word and a **wh** word.

On page 3, find two words beginning with **n** and two **b** words.

(b) **Find some places:**

On page 1 find a place you sleep.

On page 2 find a place you pray.

On page 3 find a place you study.

On page 4 find a place where there are lots of trees.

On page 8 find a place you live.

On page 13 find a place that is a big hole on the side of the mountain.

(c) **Find action words:**

On each page, find one action that Norbu did.

e.g. Students will write,

On page 1, Norbu slept,

On page 2, Norbu dreamed,

On page 3, Norbu ran away, etc.

Activity 9 - Vocabulary

Learning objectives: Listening & Speaking 8

Display the vocabularies listed from the story ‘**The True Son**’ and help students find out what each word means. Work with the new vocabulary by using the following strategies:

1. Use illustration cues from the picture dictionary or the text– teacher can show pictures that represent the meaning of the words picked up from the text. e.g. –cave, temple, vase, dark, lid, demon
2. Use demonstrations and have students act out: hugged, frightened, lay, choose, feel, together, far, happily, through
3. Through contextual cues: clever, happily, past, hostel, suddenly, kilometres. Place the words on the **word wall** under appropriate categories.

Activity 10 - Storytelling

Learning Objectives: Listening & Speaking 1, 5, 10

The book ‘**The True Son**’ is basically a ghost story. Model the telling of a simple ghost story or personal story such as ‘The ‘**True Son**’. List words on the chalkboard that may be needed for the stories before the **storytelling** begins. E.g. frightened, hugged, suddenly, dark, cave, etc. Ask students to tell ghost stories they have heard and have them practice telling them with a partner, using the words from the list. Invite students to tell some of their stories in whole-class settings.

Activity 11 - Writing

Learning Objectives: Writing 1, 2, 3, 10

Use a **shared writing approach** to begin the first few sentences of a short ghost story with the students. Use a **think-aloud** strategy to choose the appropriate words from the high- frequency words and word wall. Have students copy the sentences and continue the story individually by writing a few more sentences toward the ending. Share the stories in small groups or with the class.

Supplementary Reading

Activity 12 - Reading

Learning Objectives: Reading & Literature 1, 2, 9

Students read the text ‘*Brothers*’ independently.

Assessment Tool 3. Rubrics to assess students’ ability to tell simple stories in their own words

Assessment Tool 7: Rubrics to assess students’ ability to read aloud with fluency and expression

Text 2: Two Unforgettable Days (Refer to Class III Anthology)

Source: *The Land of Thus & So*

Genre: *Comic strip*

Week: 7 & 8

Synopsis: This is a comic strip that tells the story of two days experience of three children who are left alone without their parents.

High-Frequency Words: *their, me, these, children, after, when, are, you, have, were, they, will, finally, finished*

Vocabulary: *unforgettable, snacks, raced, dashed, pickle, midnight, aching, wanting, rubbish, tablets, surprise, fridge, beaten*

Key learning outcomes

- Make text to life connections
- Talk about the text.
- Role play
- Write a story using picture cues.

Before Reading Activity 1

Learning Objectives: Listening & Speaking 1, 3, 7, 10

Tell the students an experience that you cannot forget, beginning with “I will never forget the day that...” Write the word ‘Unforgettable’ on the board. Invite students to relate their own unforgettable days, with the whole class repeating the sentence, ‘Dorji’s day was unforgettable’ at the end of each student’s story.

Write the title ‘Two Unforgettable Days’ on the chalkboard and ask children to guess what the story will be about. Show students the form of the text (comic strip) they are going to read and ask if they have seen this genre of writing in other places (e.g. newspapers, comic books).

Reading

Activity 2 - Shared Reading

Learning Objectives: Reading & Literature 1, 4, 9, 13

Use a **shared reading approach** to read the text with the students. Focus on the speech bubbles and how they carry the dialogue as opposed to the dialogue in other books. Use the opportunity to focus on vocabulary words through contextual cues, demonstrations and illustrations.

Activity 3 - Working with Words Learning Objectives: Writing 3

Have students write the word ‘unforgettable’ on a piece of paper. Show them how to break the word apart to find the root/base word ‘forget’. Provide other words with the prefix ‘un’ and have them find the root/base words. e.g. untidy, unknown, unhappy, unkind. Allow them to discover the pattern and change of meaning with the use of ‘un’. Place the words on the Word Wall under that category. Students can add to the word list as and when they find the words that they like.

Activity 4 - Buddy Reading

Learning Objectives: Reading & Literature 1, 2, 11

In pairs make students re-read the text through **buddy reading**. Students who are reading at higher levels should be partnered with those who need more help. Review the use of cueing systems for decoding words *does it sound right? does it look right? does it make sense?* before they begin.

After Reading Activity 5 - Response

Learning Objectives: Listening & Speaking 1, 3, 7, 8, 10

Have student discuss the following questions as a whole class: What made Rewa sick?

Do you think she deserved to fall sick? Why?

Do you think parents should never leave their children alone? What would you do if you are left alone?

Activity 6 - Reader's Theatre

Learning Objectives: Reading & Literature 1, 2, 13

Divide students into six groups and assign each group a character. Show them how to rewrite the comic strip into script form for their character or, if time permits, write a simplified version for students to follow using the vocabulary words. (In many cases, the dialogue can be simplified). Have them practise their character's part a number of times in unison before performing **reader's theatre** as a whole class. The characters are:

- Reader or the narrator
- Sumeet
- Arvind
- Doctor
- Father
- Mother

Follow up

Activity 7 - Writing

Learning Objectives: Writing 1, 2, 3, 4, 7 & 11

Have students collect some pictures or draw stick pictures to write simple stories in comic strip form, using bubbles for dialogue. Encourage them to use the high-frequency words and the word wall when writing.

After the students have worked with a story in the comic strip form, they may enjoy working in small groups exchanging each other. They may narrate the comic strip with the help of the picture ones.

Activity 8 - Working with Words

Learning Objectives: Listening & Speaking 4 Reading & Literature 9 Writing 3

Short 'a'

Focus on sound of short 'a' in the following ways:

- Write the words *at, bat, bag, mat, sad, add* on the chalkboard. Read the words to the students as they listen to the sound 'a'. Ask students to read the words aloud and identify the sound. Have them suggest and make list of other words that has short 'a' sound. They can refer to high-frequency word and the word wall. The class can make a list of words that can be added to the word wall.

- Use short 'a' words to complete these groups of words:
 1. happy and _____
 2. coat, boots, and _____
 3. _____ and subtract
 4. woman and _____
- Students could look through old magazines and newspapers to cut out words that have a short a. Use the words to make a collage to display in the classroom.

Supplementary Reading

Activity 9 - Poetry Reading

Learning Objectives: Listening & Speaking 1, 7 Reading & Literature 1, 2, 9

Read a number of poems to students to familiarize them with the language and rhythm of poetry (Poems are read differently than stories.) Provide several poems for students to read together as **choral reading** or for individuals to read to the class.

Suggested poems from Class III Anthology are as follows:

- Read to me by Jane Yolen
- Mice by Rose Fyleman
- Who Lived in a Shoe?
- Good Morning by Rose Fylman

Assessment Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds.

Assessment Tool 6: Rating Scale to assess students' ability to role play

Text 3: The Clothesline (Refer Class III Anthology)

Author: *Charlotte Druitte Cole*

Genre: *Narrative poem*

Week: 9

Synopsis: A poet's feelings about a line of clothes.

High-Frequency Words: *behind, they, knows, know, saw, away, could, never*

Vocabulary: *row, fairy-tale, witches, rounded, hollow, shiver, merry, pegs, bid, ditch, drowned*

Key learning outcomes:

- read the poem with rhythm
- Perform a choral reading.
- Interpret the poem through illustration.
- Write procedure for washing clothes

Before Reading

Preparation: *Teacher should have informed students to bring a cloth that needs washing, a soap and a cloth peg for this class.*

Activity 1

Learning Objectives: Listening & Speaking 1, 3, 7, 10

Writing 6, 8

Take students to the water tap with their cloth and soap. As they wash clothes, discuss the process/ steps of washing clothes using questions such as:

Q: What do you do first?

A: We soak the cloth.

Q: Then what do you do?

A: Then we apply soap.

Q: What do you do next?

A: Next we beat/wring them.

Q: What do you do after that?

A: After that we rinse and wring them.

Q: Finally, what do we do?

A: Finally we dry them on ground, trees, veranda, window.....

Teacher says, 'Today we will dry our clothes on the clothesline'. Together teacher and students make a clothesline to dry the clothes. He/she will also introduce the word 'peg' while drying the clothes. Back in the class, revisit the process of washing clothes and let them write the process. As homework, ask students to observe their parents/siblings washing clothes and discuss the process.

Activity 2

Learning Objectives: Listening & Speaking 3, 8

Take students out to observe their clothesline where clothes are fluttering in the wind. Discuss what they see, feel and hear. Encourage students to use words from the text to describe what they see, feel and hear. For example:

What do you see?

I see clothes dancing in rows, moving hither thither, to and fro. The clothes are fluttering in the wind. Like horses they caper and prance. It looks like they are dancing wildly and excitedly. They shiver and skip.

What do you hear?

I hear the sounds made by the clothes – slipping, flapping, flopping and fluttering

How do you feel?

I feel happy/ irritated/ satisfied/ worried.

I don't feel anything.

Teacher can have the words used above written on the chart and inform the students that they will see them in the poem they are going to read.

Have students look at the text 'The Clothesline' and help them identify the form of the text (poem). Introduce the features of the poem; the title, author, stanza/lines, rhyme.

Reading Activity 3

Learning Objectives: Reading & Literature 1, 2, 11, 13

1. **Read the poem aloud** at least twice or thrice. Have students pay close attention to pronunciation and rhythm.
2. Use a **shared reading approach** with students as you read the poem again, focussing on images and unfamiliar words. Try some of the ideas of **choral reading**, such as echo reading as they become more familiar with the poem.
3. Place rhyming words (onsets and rimes) in **word families** on the word wall.

After Reading

Activity 4 - Extending Images

Learning Objectives: Writing 1, 2, 10, 11

Have students write their favourite line from the poem and illustrate it. Display their work on a clothesline in the classroom.

Supplementary Reading

Activity 4 - Read Aloud

Learning Objectives: Reading & Literature 1, 2, 8, 9, 13

1. A Funny Man by Natalic Joan
2. Brother by Mary Ann Hoberman

(Refer to Class III Anthology)

While reading focus on the sounds such as the (consonant digraph - **er** (r controlled vowel)
e.g. *brother, mother, another, bother, father, brother's*

Have students sing the following poem:

My mother wanted peaches My brother wanted pears My father wanted fifty cents To fix the
broken stairs

My mother ate the peaches My brother ate the pears My father ate the fifty cents
And fell right down the stairs

Assessment Tool 9: Checklist to assess students' ability to read poems/rhymes

Assessment Tool 10: Checklist to assess reading log

Text 4: The Lion and the Hare

Author: Adapted from Druk English Series class VI

Genre: *Fable*

Week: 10 & 11

Synopsis: An animal story where a lion suffers because of its greed.

High-Frequency Words: <i>could not, away, don't, did not, cried, said, little, into</i>
--

Vocabulary: *furry, roam, cousin, whispered, tremble, pretending,*

Key learning outcomes:

- Confirm and reject their predictions.
- Recognise the features of fables.
- Write a fable.

Before Reading Activity 1

Learning Objectives: Listening & Speaking 1, 3, 5, 7, 10

Introduce the fable in the following way:

- Show the cover with the picture without the title.
- Ask students what they see and what they think the story is going to be about?
- Uncover the title and ask students:
 - * What do you think a story with a title like this might be about?
 - * How many characters do you think there will be in the story?
 - * Do you know anything about a lion and a hare?
 - * What do you think might happen in the story?
 - * What other stories do you know about animals?
 - * Encourage discussion about the other stories.

Reading Activity 2

Learning Objectives: Reading & Literature 1, 4, 7, 13

Read **aloud** from 'Many years ago ...to ... said the animals' using a **DRTA (Refer to Preliminary page no. xxxii)** approach. Pause and ask students a few questions to confirm their predictions, such as

- What do you think of the story now?
- Were you correct in what you said? How?
- What do you think will happen next?
- Do you think the lion will listen to the animals? Why or why not?

Continue to read, stopping at various places so students can make further predictions until the end of the story. While doing so, focus on the new vocabulary through context and with demonstration.

Activity 3

Learning Objectives: Reading & Literature 1, 7, 8, 11

Give students copies of the book to **read independently**.

After Reading

Activity 4

Learning objectives: Reading & Literature 9, 10 Listening & Speaking 1, 3, 7, 9, 10

Ask questions such as:

- *Why were the animals in the forest unhappy? What did the lion see in the pit?*
- *Who is the winner in the story?*
- *Do you know people who are also like the animals in the story? Were you ever afraid of someone?*
- *How would you feel if there was someone like the lion in your school?*

Activity 5 - Word Focus

Learning Objectives: Reading & Literature 1, 2 Listening & Speaking 1, 2, 7, 8, 10

Play a word chain game:

There are eight new words that students may not know. Write the words on cards and give them to the students. Demonstrate with eight volunteers.

e.g. The first student reads 'Who is very unpleasant and mean?' The person holding the card which says, 'Terrible' stands up and reads 'I am terrible'. Then he/she reads, 'Who is 'to shake slightly because you are frightened?' The chain continues until it comes back to the first person. Students can repeat the game in groups of eight.

I am roam. Who is very unpleasant or mean?	I am furry. Who is behaving as if something is true when you know that it is not true?
I am terrible. Who is 'to shake slightly because you are frightened'?	I am pretending. Who is spoken very quietly using breath but not the voice?
I am tremble. Who is to make decision by choosing from a set of objects that are all same except for one?	I am whisper. Who is a child of a person's aunt or uncle?
I am lots. Who is covered with fur?	I am a cousin. Who is to move about or travel?

Activity 6

Learning Objectives: Reading & Literature 1, 2, 8, 9

Use a **choral reading** approach for intonation and expression. Divide the students into groups or pairs. Assign them different sentences or paragraphs to practise. Give them time to read and reread their parts before performing the reading as a group or whole class.

Follow up

Activity 7 - Story Mapping

Learning Objectives: Reading & Literature 4, 7, 9 Listening & Speaking 1, 3, 7, 8, 10

Model **story mapping** for the students as a means of showing a sequence of events in a story. Use a **think-aloud** strategy to explain the process. Let students contribute the details of a familiar story such as, 'Little Red Riding Hood'.

e.g.



Ask students to make a story map on their own from the story ‘The Lion and the Hare’. Encourage them to use the book to recall the events of the fable. Students should have the opportunity to explain their map or use the map to retell the story.

Activity 8 - Word Focus

Learning Objectives: Listening & Speaking 4 Reading & Literature 9 Writing 3

Short ‘e’

Have students:

- Listen for the sound of short ‘e’ in these words, *fed, pet, when, yes, get*.
- Work in groups to make lists of short ‘e’ words. Use the words they find to make word families using onsets and rimes. Combine the words to build a list of words for the word wall and word families chart.
- Use the text ‘**The Lion and the Hare**’ to find short ‘e’ words. Say the words and write them. Students may be asked as homework to make a list of short ‘e’ words that (Fable is a special kind of story) they find from objects in their homes.

Activity 9

Learning Objectives: Listening & Speaking 1, 3, 5, 7, 10 Reading & Literature 4, 7, 9

Tell students that ‘**The Lion and the Hare**’ is a fable. Read or tell them some more fables such as ‘**The Crow and the Pitcher**’ or ‘**The Boy who Cried Wolf**’. Let the students read the stories independently. Ask them what they notice about fables. Lead them to discover that all fables have animals as characters and the animals act like humans. They might also notice that there is a lesson (moral) written at the bottom of the fable. Discuss some of the easier morals with them.

e.g. anger punishes itself/the highest tree has the greatest fall/look before you leap, slow and steady wins the race, a wolf in sheep’s clothing.

Ask students how the stories are similar and how they are different.

Note: *The teacher can read the examples of fables from the anthology*

Activity 10

Learning Objectives: Writing 1, 2, 3, 4, 7, 10, 11

Brainstorm with the students the animals they could write about. Let students work in pairs to talk about their ideas for a story. The partner can listen and offer ideas. Have students use the following writing frame to write their own simple fables.

Title	
Two Animals	Once there was a _____ and a _____ who both lived _____.
The Problem	
How it is Solved	
The Moral	

Students can illustrate their fables and share them with the class. Have them take their fables home to read to a family member.

Supplementary Reading

Activity 11

Learning Objectives: Reading & Literature 1, 2, 8, 11, 13

Tell or read the fable, 'The Hare and the Tortoise' to the students discussing the moral of the story. Then have the class perform a **choral reading or reader's theatre** of the text below. Have them practice a number of times. They could perform the fable for other classes, role playing the parts of the tortoise and the hare.

The Hare and the Tortoise by Meish Goldish

Teacher: Did you know about the race between Tortoise and the Hare?

Students: Go, go, go! Go, go, go!

Teacher: No one thought it would be fair.

Students: No, no, no! No, no, no!

Teacher: Hare was fast with legs so strong.

Students: Go, go, go! Go, go, go!

Teacher: Tortoise only crept along.

Students: Slow, slow, slow! Slow, slow, slow! **Teacher:** Round the lake they went to race,

Students: Go, go, go! Go, go, go!

Teacher: Each one at a different pace.

Students: Oh, oh, oh! Oh, oh, oh!

Teacher: Hare was so sure he was best.

Students: Go, go, go! Go, go, go!

Teacher: He ran ahead, then stopped to rest.

Students: Whoa, whoa, whoa! Whoa, whoa, whoa!

Teacher: Meanwhile Tortoise slowly crept,

Students: Slow, slow, slow! Slow, slow, slow!

Teacher: Passing Hare who soundly slept.

Students: Oh, oh, oh! Oh, oh, oh!

Teacher: Guess which runner took first place?

Students: Go, go, go! Go, go, go!

Teacher: Slow and steady wins the race.

Students: Oh, oh, oh! Oh, oh, oh!

Assessment Tool 11: Rubrics to assess student's ability to:

- identify and employ the features of fable.
- read and talk about text in detail

Assessment Tool 14: Checklist to assess students' ability to write fables

Text 5: The Punakha Domchoe

Author: CAPSD

Genre: Historical Text

Week: 12 & 13

Synopsis: An informational text about famous traditional festival in Bhutan.

High-Frequency Words: *people, brought, with, these, looked, back, then, knew, them, next, had, look, through, there, same, they*

Vocabulary: *leader, protect, soldiers, camp, architect, straw, rode, blessing, ride*

Key learning outcomes:

- Read text independently.
- Make text to life connection.
- Write about their local festival.
- Talk about the text.

Before Reading

Activity 1

Learning Objectives: Listening & Speaking 1, 3, 7, 10

Find out what the students know about festivals in Bhutan. Has anyone been to Punakha? What do you call the festival in your Dzongkhag? How is it celebrated? Discuss the dresses, mask, foods, games, people etc.

Use the text for a **picture walk**.

- Show the cover of the book and have student predict the story.
- Leaf through the pages and discuss the pictures.

Reading Activity 2

Learning Objectives: Reading & Literature 1, 4, 8, 9, 10, 11, 13

- Using a **shared reading** approach, read the text as students follow in their copy. Focus on new vocabulary with students during reading. Pause at appropriate times to get response from students with questions that make text to life connections. What do you know about...? What is happening here? Who is this character? Have you seen anyone in this costume before?
- Have students participate in **buddy reading** to reread the text. Circulate around the room helping struggling readers using the **cueing systems**.
- Students may wish to take the books home to do a picture walk and a reading for family members. They can practice the presentation with a partner before taking it home. Be sure to spend some time the following morning discussing the experience and the response.

After Reading

Activity 3 - Reader's Response

Learning Objectives: Listening & Speaking 1, 3, 7, 8, 10

Ask students the following questions:

- Where is Ralung monastery?

- When did the Zhabdrung come to Bhutan?
- Why did he come to Bhutan?
- Which is the first dzong he built?
- What would you do if you were the Zhabdrung's Pazab when the Tibetans came to fight?
- Do you like this book? Why or why not?

Follow up Activity 4

Learning Objectives: Listening & Speaking 1, 7 Writing 1, 2, 3, 7, 11

- Masks – gather material for students to make masks relating to the Punakha Domchoe. They can then role play parts of the ancient story using their masks for props.
- Games- play some of the old games people played long ago in Bhutan.
- Invite a guest speaker to the class to talk about the festivals of Bhutan or to tell some old stories. (If possible, have the guest come in costume.) Have students prepare questions for the speaker and jot notes during the talk.
- As a follow-up, have students write thank-you letters to the guest, stating what interested them in the talk. (Letter forms can be provided for the students to use.) Send the letters to the guest speaker.
- OR
- Have students write a personal letter to their friend describing about one of their local festivals.

Activity 5 - Word Focus

Learning Objectives: Listening & Speaking 3, 4 Reading & Literature 3, 9 Short ‘r’

Have students:

- Listen for the short ‘r’ sound in the words: this, is, sit, pig, him, hit.
- Using Onset and rimes, make word families with the previous words. Make a list of words for the word wall of word families.

Write a short paragraph on the chalkboard and have students find **short ‘r’** words. Circle the words as they find them.

Supplementary Reading

Activity 6 - Independent Reading

Learning Objectives: Reading & Literature 4, 9, 10, 11, 13

Allow time for students to choose books from the reading corner or library to read independently. Use the time to make observations on the reading behaviours and levels of one or two students, jotting anecdotal notes or using observational checklists.

Assessment Tool 4: Checklist to assess students’ ability to produce the long and short vowel sounds.

Assessment Tool 8: Rubrics to assess students’ ability to read

Theme Two: Discovering the World Around Us

Text 6: How They Sleep (Refer to Class III Anthology) Author: *Anonymous*

Genre: *Free Verse Poem*

Week: 14 & 15

Synopsis: A poem that talks about the way of sleeping.

High-Frequency Words: *such, little, their, down, they, sometimes, stand*
(Refer to *Approaches and strategies for Instructional Procedure*)

Vocabulary: *funny, perch, stall, curl, tuck, heap, snugly, lie, dreamland*

Key learning outcomes:

- Read aloud the poem with proper intonation and clear pronunciation using phonic cues
- Write and talk about their poems
- Make text to life connections
- Draw simple pictures to illustrate their own poems

Before Reading

Activity 1 - Introduction to Poetry Forms

Learning Objectives: Listening & Speaking 1, 7

Reading & Literature 2, 5

Read-aloud some poems from the poetry anthology. Have students look at some poems in the anthology and discuss how poems are different from the texts that they have been reading in the earlier lessons. Help them discover features such as, style of writing, forms, rhymes and rhythm.

Free Verse Poems ...

- Do not rhyme
- Do not have a pattern
- Do not have a rhythm
- Do not have structure

Rhyming Poems ...

- Rhyme
- May have a pattern
- Have a rhythm
- May have a structure

Activity 2

Learning Objectives: Listening & Speaking 1, 3, 7

Initiate discussion by asking questions such as, how do animals and birds usually sleep at night? Ask if they have seen a sleeping animal or bird? Ask some students to demonstrate how different animals or birds sleep. Ask students if they think all animals sleep at night. Are there any animals that hunt at night and sleep all day? As students demonstrate the sleeping positions of animals or birds, the teacher will introduce the new vocabulary from the poem: cats curl, dogs stretch, and horses stand still and so on. Have all students take the positions of curling, stretching, standing still, etc. This will allow students to learn the new vocabulary.

Reading Activity 3

Learning objectives: Listening & Speaking 1, 10

Read-aloud the poem to the students. Ask students to listen to rhythm, intonation and pronunciation of the new words.

Activity 4

Learning Objectives: Reading & Literature 1, 2, 8, 13

Have students participate in **echo reading** with a focus on the new words that students encounter in the poem. Students then can work in small groups using other forms of **choral reading** to practice reading as demonstrated. Ask half of the class to read the poem while the other half performs the actions. Repeat the roles.

Teaching Tips:

Poet's Advice on How to Teach Poetry (Lockward, 1994)

- Expose students to beautiful, powerful language.
- Allow time for multiple oral readings of a poem.
- Lead discussions that encourage a personal relationship with a poem.
- Teach contemporary poetry first and then go backwards in time.
- Teach poems you don't fully understand.
- Teach poems that are accessible to students.
- Allow students to sometimes choose their own poems.
- Provide opportunities for students to write poetry.

After Reading

Activity 5 - Reader's Response

Learning Objectives: Listening & Speaking 1, 3, 7, 8, 10

In small groups ask students to discuss:

- Why do animals/birds sleep the way they do?
- Why do they think the horses do not sleep like the other animals?
- Why are there some birds that make nests near people's houses?

One student from the group can be chosen to report the possible answers to the class. Have students choose an animal and research the sleeping habits using encyclopaedias, their parents' knowledge, or the internet. Students can report to the class orally.

Activity 6 - Matching

Learning Objectives: Writing 1, 10, 11

Have students brainstorm for a few minutes in groups. Get them to match the following words and write it in their note books. Ask them to add to the list from their research.

Names of birds and animals

sparrows
pigeon
hens
rabbits
dog
horses

Houses

loft
nest
burrows
coops
stable
kennel

Activity 7

Learning Objectives: Reading & Literature 1

Writing 1, 11

Ask students in groups to identify the end rhymes in the poem. Give a few examples on the chalkboard. Have them find other rhyming words that rhyme with the words in the poem. Select one poem from the anthology and substitute alternate words from the lists, as the students suggest. Read the new poem together to see if it makes sense.

Follow-up

Activity 8 - Formula Poems

Learning Objectives: Listening & Speaking 1, 2, 10

Writing 1, 2, 3, 11

Discuss the idea of being an animal. Which animal would the students like to be and why? In a **shared writing approach**, write a **formula poem** such as the following, using vocabulary, high-frequency words and the word wall.

e.g.

*If I were an eagle
I would fly high in the sky
And make my nest on the cliff
Out of people's reach*

Ask students to write a **formula poem** of their own. They may wish to use the animal/bird they researched in Activity 5. Provide a writing frame for students who need it.

e.g. If I were a cat

Have students illustrate their animal, share their poems and display them in the classroom.

Activity 9

Learning Objectives: Listening & Speaking 1, 2, 7, 10

Writing 1, 2, 3, 11

Show a few examples of how acrostic poems can be written using the key-word from the poem.

Example of an acrostic poem:

E - Eagle
A - Always
G - Gives
L - Large
E - Eggs

Have students experiment with the acrostic poetry form. They can be asked to illustrate their poems and share them. Display the pieces in the class or compile in their portfolio.

Supplementary Reading

Activity 10

Learning Objectives: Listening & Speaking 1, 2, 7, 10

Read the text *'ABC Animals'* to the students. Students can then read it independently. Read aloud books can be above the students reading level.

Assessment Tool 9. Checklist to assess students' ability to read poems/rhymes

Assessment Tool 15: Checklist to assess students' ability to write poem

Text 7: The Caterpillar and the Butterfly (Refer to class III Anthology)

Author: *Enid Blyton*

Genre: *Descriptive poem*

Week: *16 & 17*

Synopsis: This is a poem that tells about the butterfly's beauty.

High-Frequency Words: *said, I, you, through, neither, they're, off, why* (Refer *Approaches and Strategies for Instructional Procedure*)

Vocabulary: *juicy, dazzling, powdered, sip, nectar, raised, crawl, creep, latest, sailing*

Key Learning Outcomes:

- Read aloud the poem fluently and expressively
- Share ideas and opinions on the text read by them
- Write simple paragraphs using the newly acquired vocabulary from the poem
- Make text to life connections

Before Reading Activity 1

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 10 Writing 1, 2, 10, 11 Show students some pictures of insects – beetles, bugs, a butterfly, grasshoppers and so on and ask students to name these insects. Teacher can also initiate conversation on other insects found in their school or home surroundings. Ask some students to demonstrate the movements of the insects that they have seen. The teacher will supply the new words – *crawl, curled, sip, raise, creep*, as students demonstrate their movements. Students could draw/colour the insects and display them in the class with the names of insects written under each picture. The activity could be extended at a later time to include research for a short report on the insect.

Activity 2 - Prediction

Learning Objectives: Listening & Speaking 1, 3, 7, 10

Tell the students that the poem they are about to read has a secret to share. Ask them to guess what they think the secret could be. Note their ideas and guesses for future reference and do not disclose the secret until they read the poem.

Reading

Activity 3 - Reading the Poem

Learning Objectives: Reading & Literature 1, 2, 11, 13

Have students **read the poem individually** at first to allow them to discover the secret of the caterpillar and the butterfly on their own. Have them make a note of the secret when they discover it but keep it to themselves. Discuss the secret when all the students have finished reading. Were their predictions correct? Use a **shared reading** approach to reread the poem, with emphasis on the new words – *crawl, curled, sip, raised, stare, and creep*. Use clear pronunciation, proper intonation, rhythm, and pace. After they read along with the teacher several times, have groups of students **read aloud** in unison.

Activity 4

Learning Objectives: Reading & Literature 1,2,11,13 Listening & Speaking 2,3,7,10

Divide students into four groups – a narrator group, a butterfly group, a caterpillar group, and the Elves group for a **role-play** activity. Help the students take their roles and act out the poem as it is read. They could prepare simple costumes and organise a presentation for the school during the literary week. As a follow-up activity they could record their readings in a tape and play for other classes.

After Reading

Activity 5 - Looking at Rhymes

Learning Objectives: Reading & Literature 1, 11, 13

Writing 1, 3, 10, 11

Ask students to identify and list the rhyming words in the poem. Model the activity for the students before they work on their own. Have them underline the rhyming part of each word. Note whether they have the same rimes or different letters/spelling patterns. Find other words which rhyme with the listed words by using the **word wall** and word family charts. Use some of the methods for **teaching letter sounds** to help students hear the rhymes.

Follow up

Activity 6 – The Life of an Insect

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 10

Have students imagine what it would be like to be a butterfly or any other insect. Tell them they'd be much smaller than they are now. They will have six legs and fly anywhere they like. Their whole world would look very different.

- Teach students the life cycle of a butterfly (may be integrated with science) and ask them to act out each stage as the teacher reads about it.
- Conduct an insect interview by having one student dress as a butterfly and the rest of the students asking the butterfly questions about its life. Students can pose as other insects, dress as the insect and be interviewed by the class.
- Play a game using clues. Ask students to play the part of an insect and have students guess which insect they are playing.

Activity 7 - Insect Logs or Journals

Learning Objectives: Writing 1, 2, 3, 7, 10, 11

Take students outside to observe an insect for a period of time. Insects can also be brought inside in an aquarium or box for the observation. Use the following chart to write about the insect:

Name_____
I looked at_____
Here is a picture of what I saw:
I noticed

Activity 8 - Read Aloud

Learning Objectives: Listening & Speaking 10

Read aloud the poem, *The Caterpillar and the Butterfly*, once more from the beginning. This poem could be compared to the children's story, *The Ugly Duckling*, in which the ugly duckling turned into a graceful swan. Talk about the idea that something very plain can change into something very beautiful. This could generate discussion about the idea that people rarely think insects are beautiful. Allow time for students to think about this concept and to discuss it among themselves.

Supplementary Reading

Activity 9 - Choral Reading

Learning Objectives: Reading & Literature 1, 2, 13 Listening & Speaking 1, 7, 10

Engage the students in **choral reading** with the poems: *Upside Down*, *Bugs*, *Mayfly* and *June Bug*.

Assessment Tool 6: Rating Scale to assess students' ability to role play

Assessment Tool 9: Checklist to assess students' ability to read poems/rhymes

Assessment Tool 16: Checklist to assess students' Journal

Text 8: The Tree (Refer to Class III Anthology)

Author: *Keki N Daruwalla*

Genre: *Narrative poem*

Week: *18 & 19*

Synopsis: A poem telling about how a tree pays us back for caring for it.

High-Frequency Words: *it, more, our, spoke, its, really, beauty, just, us. (Refer Approaches and Strategies for Instructional Procedure)*

Vocabulary: *track, boughs, tended, sheltered, rare, waved, watered, shoot*

Key learning outcomes:

- Tell the main idea of the poem by looking at pictures, word meanings, title, lines from the poem
- Identify features of a simple speech
- Write a short simple speech individually
- Deliver a speech with proper intonation, clear pronunciation, and with proper address

Before Reading

Activity 1 – Naming of Trees

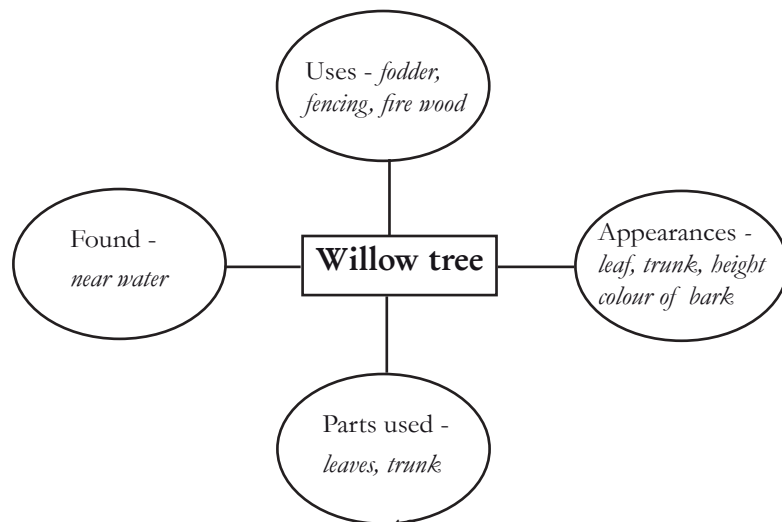
Learning Objectives: Listening & Speaking 1, 2, 7, 10

Initiate discussion with students on the types and names of trees grown around their school and homes. Take them on a hike, looking at different kinds of trees and talking about their names. List names of trees on the chalkboard accept both local and English names for the trees.

Activity 2 - Semantic Web

Learning Objectives: Listening & Speaking 2, 3, 7, 10

Make a **semantic web** on the chalk board by choosing one tree as the focus (see below) and having lines radiate out from the tree to include facts about it. Discuss the importance of trees as students supply categories and words and phrases for the web. Have them choose a tree and work in groups to make a semantic for it in the same way. Categories in this web are: its uses, its appearance, where it is found and parts used by people.



Language focus

Children can name the different parts of plants and trees by using the questions given below. They will practice using the following language structures:

- What is this? (part)
- What are these?
- What does a tree/plant have?
- It is the stem/trunk.
- These are roots.

Reading

Activity 3 - Using Reading Strategies

Learning Objectives: Reading & Literature 1,2, 4,8,13 Listening & Speaking

1,7,10 Have students read the poem **independently**. Have them list the words they do not understand. Ask them to read the poem again using the knowledge they have of reading strategies for decoding words (does the word sound right? does the word look right? what word would make sense?) Make a general list of difficult words on the chalkboard and have them look at the word wall to compare the new words with words they know. Underline the parts that are similar. Look for root/base words and endings. Echo read the poem.

Activity 4 - Working with Words

Learning Objectives: Reading & Literature 1, 2, 13 Listening & Speaking 1, 7, 10

Ask students to look at the list of new words on the chalkboard. Guess the meaning of each word in the context of the poem. They can work with a partner, writing their guesses. Then, in a whole class setting, write their ideas on the chalkboard beside the list of words. Check the dictionary to verify their guesses. Try to construct meaning for the students by using the words in other sentences in the context. Ask the students to say the words one by one pronouncing them clearly.

After Reading

Activity 5 - Illustrations

Learning Objectives: Reading & Literature 1, 4, 11, 13 Writing 2, 3, 9, 11

Divide the stanzas among groups of students and ask them to re-read the poem to draw the main idea of the given stanza. Have them draw large pictures on chart paper and colour them based on the descriptions given in each stanza. Display the pictures on a classroom wall or in another part of the school with the appropriate stanza written on cards and place on a tree. Students may enjoy an on-going activity where they find a Magic Spot in the school yard and go there by themselves to observe one particular tree through all the seasons. Have them keep a log of the changes in their tree throughout the year.

Activity 6 - The Main Idea of the Poem

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 8, 10

To get the main idea of the poem, ask the groups to read the poem, stanza by stanza, using a **shared writing approach**. Write the main ideas of the stanzas on the chalk board.

Stanza 1 -	plantation and caring
Stanza 2 -	growing and caring
Stanza 3 -	flowering
Stanza 4 -	responding
Stanza 5 -	paying back

Have students write in **journals** their own interpretations of the main idea of the poem. e.g. Trees provide us with shade and protection in return for what we do for them. Share them with partners.

Read aloud other poems for enjoyment such as, *The Giving Tree* by Shel Silverstein.

Follow up

Activity 7 – Shared Writing (Speech)

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 10

Talk to the students about speeches they have heard. They hear speeches often at morning assembly. Ask them what they think makes a good speech. List their ideas on the chalkboard. In a **shared writing approach**, have students contribute ideas for a speech about a tree. Teach the format of the speech using the following writing frame:

Topic	Taking care of trees
Greeting	Respected principal, teachers, and friends. Good Morning!
Introduction	I am Sonam Deki of Class III. Today on behalf of my class, I am going to talk about why we need to take care of trees.
Body	What do you see here? (Show a tree sapling or a fruit, or a picture of a tree) Do you know the name of this tree? Yes, you are right. This is a tree that we have in our school campus (continue the speech with facts about the tree, its uses, its parts and how to take care of it)
Conclusion	So, I hope you have learned how to take care of trees because they take care us.

Activity 8

Learning Objectives: Listening & Speaking 3, 7, 8, 9, 10 Writing 1, 2, 3, 8, 10, 11

Have students work with a partner to write a short speech about trees. Use **the semantic web** from Activity 2 for ideas to include in the Speech. Have them read their speeches in small groups. Speech is an oral report so students can be taught strategies for memorizing it (using small cards for the main points, reading and rereading it, saying it aloud many times, etc.). This activity could help the class prepare a speech for June 2 – Observation of Social Forestry Day or on any important day related to trees or environment. Students can nominate one or two persons from the class to say the speech in the assembly. The song in Activity 9 can be sung by the whole class after the speech is delivered.

The speech can be illustrated and displayed on the school wall magazine/literary board/club or contributed to school magazine for publication.

Activity 9

Learning Objectives: Listening & Speaking 1, 2, 7, 10

Teach and sing the song ‘*Keeyang...Keeyang*’ with the students.

Supplementary Reading

Activity 10

Learning Objectives: Listening & Speaking 1, 10

Read aloud the rhyme 'A watering rhyme' and 'Keeyang Keeyang' from class III Anthology.

Allow students to listen for enjoyment, pausing at appropriate times to gather response, make predictions and verify them.

Reading Strategy

What can you do when you're stuck on a word?

- Split the word up. Look for letter strings you recognise. Look at each syllable.
- Split the word up. Look at the beginning, the middle and the end
- sh ch oo
- Look for a root word and then the prefix or suffix. **Disagree**
- Look for words you know inside the word. **manager split**
- Miss the word out and read on, re-read and think what would make sense.
- Does it look like any other word you know? **Least - Feast - Look - Book**
- Use other information such as pictures or diagrams.
- Think about what you've already read. Re-read the sentence or phrase.
- Try the sentence before and after as well.
- Look up the word in the dictionary.
- Talk to a friend.

Assessment Tool 5: Rubrics to assess students' ability to deliver speeches

Text 9: A Moon Bear's Dance (Refer to Class III Anthology)

Author:..... *Reeta Dutta Gupta*

Genre:..... *Lyric poem*

Week: 20

Synopsis: A poem with a musical rhythm telling about a bear's happiness.

High-Frequency Words: *through, tree, come, she, I, too* (Refer *Approaches and Strategies for Instructional Procedure*)

Vocabulary: *silky, rocking, sprang, screeched, ignore, leaping, overflowing, munched*

Key learning outcomes:

- Read the poem fluently with expressions and clear pronunciation using the knowledge of phonics.
- Recognise and produce the short and long vowel sounds.
- Use short and long vowel sounds in simple sentences
- Identify internal rhymes in the poem.

Before Reading Activity 1

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 10

Ask students if they think animals dance. They may have seen animated versions of animals on TV. Invite them to demonstrate how they might dance. Examples: black-necked crane dance.

Reading

Activity 2 - Choral Reading

Learning Objectives: Reading & Literature 1, 2, 13

Read the poem aloud with expression and actions, having students follow along in their text. Repeat the reading using all forms of **choral reading** as found in **Reading Strategies and Approaches**. This will help them read the poem with rhythm and clear pronunciation. Children could join the teacher in performing the actions as they read.

Activity 3 - Group Performance

Learning Objectives: Listening & Speaking 1, 2, 7, 10

Divide students into groups and have them role play the characters in the poem. e.g. He-bear, She-bear, Readers, and the other animals. They may wish to prepare paper masks of different animals for this performance.

After Reading

Activity 4 - Internal Rhymes

Learning Objectives: Reading & Literature 1, 5, 13 Listening & Speaking 1, 2, 10

Writing 1, 3, 11

Discuss with children what internal rhymes are and how they are different from the end rhymes. Show some internal rhymes in the poem, for example, clapping – tapping; huffed – puffed. As a whole class, have them look for others in the poem, writing them on the chalk board as they find them. Have

students work in pairs to make some sentences with internal rhymes, using the word families on the word wall for support. e.g. A fat cat sat on the mat.

Activity 5 - Sound Game

Learning Objectives: Listening & Speaking 1, 2, 4

Play the game – ‘Shake a sound’ (Adapted from 30 Wonderful Word Family Games by Joan Novelli, Scholastic Professional Book)

Write the sounds (rimes) from various word families on different pieces of paper, fold and put them in an empty tin. Shake the tin and let a student pick a piece and say the sound. For example, if the student picks /oon/, the student might say *moon*. If the student picks /eet/ he/she may say *feet*, etc. Have students record the words they make. Play the game in small groups so all students have a chance to ‘shake a sound’.

Activity 6 - Word Focus

Learning Objectives: Listening & Speaking 4

Long ‘a’

Have the students:

- Listen to the **long ‘a’** sound in the words: *cake, gave, game*. Note: Many words with a long vowel sound follow a pattern: **consonant- long vowel-consonant-silent e**
- Say these words and look for this pattern: at-ate, cap-cape, can-cane. Try the pattern on
- other words
- Make word families with the above words. Place them on word family charts.

Supplementary Reading

Activity 7 - Read Aloud

Learning Objectives: Reading & Literature 2

Use the text ‘**Going to the Zoo**’ from class III Anthology.

Assessment Tool 4: Checklist to assess students’ ability to produce the long and short vowel sounds.

Assessment Tool 6: Rating Scale to assess students’ ability to role play (Listening & Speaking)

Assessment Tool 9. Checklist to assess students’ ability to read poems/rhymes

Text 10: Some Birds of Bhutan

Author: CAPSD

Genre: Informational text

Week: 21 & 22

Synopsis: A text is about the many and varied birds of Bhutan.

High-Frequency Words: *forest, some, usually, same, often, closed, have, use, these, they, them, because, long, are, listen, makes, spring, winter, their, there* (Refer *Approaches and Strategies for Instructional Procedure*)

Vocabulary: *mammals, cliff, feeds, beaks, grab, egret, leech, hoopoe, hornbill, swift, black-necked crane, myna, sparrow, raven, cuckoo*

Key learning outcomes:

- Read the text and talk about birds in their locality
- Write simple paragraphs on birds that they see around them.

Before Reading

Activity 1 - Exploration Routine

Learning Objective: Listening & Speaking 3

- Initiate discussion and respond to others in familiar situations such as in the class- room, library and playground.

Specific objective for the activity

- Initiate discussion and respond to the text using the exploration routine.

Show the cover of the text but hide the title. Use the strategy Exploration routine (**I notice...., I wonder...., It reminds me of...**) to help students predict what the text is going to be about.

Expected answer: I notice a black bird.

I wonder where it is flying to. It reminds me of a plane.

I notice many houses.

I wonder if it is a village.

It reminds me of my village.

As the students respond, list them on the chart as shown below.

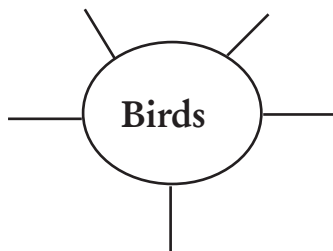
I notice.....	I wonder.....	It reminds me of.....
E.g. black bird	E.g. Where it is flying to.	E.g. a plane.

Use the information gathered to introduce the text.

Activity 2

Learning Objectives: Listening & Speaking 1, 2, 3, 5, 7, 10

Draw a **semantic map** on the chalk-board and ask children to contribute ideas about birds to check their prior knowledge.



Initiate conversation about birds the students can identify, their favourite birds – their name, size, colour, sounds, beak, food and habitat. Use the semantic map to record their conversation. They can explain why they like certain birds, talk about the birds that they see around them and why they think these birds live there.

Have them make sounds of these birds.

Reading

Activity 3

Learning Objectives: Reading & Literature 1, 4, 11, 13

Writing 1, 2, 11

Ask students to look at the index page number 30 of the text **'Some Birds of Bhutan'** to find out their favourite birds or a bird they would like to learn more about. Model the procedure choosing one bird and look for the name in the index. Turn to the page that talks about the chosen bird, read the information and put them on the chart below. Likewise students read to find out the details of the bird they chose. Have them draw a table such as the one below and fill in the information on the bird they read about. Ask them to choose one or two other birds and continue the chart.

Name of the Birds	Size	Colour	Beak	Food	Flight	Habitat
Crow	Bigger than sparrow	Black	Short and thick	Meat - small animals		Big tree

Activity 4 - Drawing

Learning Objectives: Writing 1, 2

Using the text as a guide, have students draw and colour one of the birds in detail on a large piece of paper. (Assign a different bird to each student if possible). Engage them in the project by talking to them about the characteristics of the bird. Have them write a description of the bird they have drawn. Let them check the chart and the text to verify the information. Allow them to share the information with the class. Gather their work together and make a Big Book for the class.

Activity 5 -Information search

Learning Objectives: Reading & Literature 1, 11, 13 Listening & Speaking 1, 2, 7

Find Facts: Students in groups can be asked to look for specific information from the book. Oral activity (40 minutes)

- On page 1 find six places where birds live
- On page 2 find five things both birds and people have
- On page 3 find how many toes a bird has
- On page 4 find four things birds eat
- On page 6 find three things a female bird does
- On page 7 find two things we get from chickens

Note: *The teacher can ask students to look for other information from the book on pages 8 to 29.*

After Reading Activity 6

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 8, 10

Present the following questions and have students work in groups to find the answers:

- Why do some birds have colourful feathers?
- Why do ducks have webbed feet?
- Why do hornbills have thick and big beaks?
- Why are egrets mostly found near cows?
- Why do you think Swift birds named in that way?
- Why do hoopoes have crowns on their heads?

Activity 7

Learning Objectives: Reading & Literature 1, 13 Listening & Speaking 1, 2, 7, 10

Guessing game: Ask students to make up riddles such as the following and play a guessing game. Example:

I am small. I have brown feathers. I can break open hard seeds. I make my nest under the roofs. Who am I?

Activity 8

Learning Objectives: Reading & Literature 8, 9, 11, 12, 13

Writing 7

Independent Reading

Ask students to read **independently** the whole book on their own for pleasure. Have them respond to the following question in their journal.

- How are birds in some ways the same as we are and different in some ways?
Collect the journals and respond in writing to each student in a positive way, encouraging them to extend their thoughts.

Follow up

Activity 9 - Word Focus

Learning Objectives: Listening & Speaking 4

Long 'e'

Have students:

- Listen to the **long 'e'** sound in the words :feed, each, free, eat
- Make a chart with headings 'ee' and 'ea'. Make a list of words under these headings.
e.g. feed, each, read, seat, free, week, eat, tree

- Make sentences for a partner leaving out one of the words above. Fill out the missing words, completing the sentences.
e.g Seven days make a _____ A _____ grows near our school.

Activity 10 – Bird Watching

Learning Objectives: Listening & Speaking 1, 2, 10

Take students on a bird watching hike. Use a bird checklist with some identifying features listed so students can check the bird they see. Have them take the checklist with them for a few weeks, both at home and at school, to check when they see a particular bird. Teacher can also give some information where birds could be found. For example, open places in the forests and by rivers or streams. Initiate sharing sessions occasionally for students to talk about the birds they have seen.

Activity 11

Learning Objectives: Writing 1, 2, 3, 7, 10, 11

Children can name and describe birds in their own words.

What bird is this? What does it look like? Have students prepare a short presentation based on their findings on their bird watching trips. They could write brief descriptions of the birds based on what they look like and what the birds were doing when they saw them. Encourage them to use the vocabulary found in the book. Students can also be asked to develop a class scrape book of birds. Or collect feathers and, shells of eggs or nests and display them in class. *Note: Inform children not to pick up or destroy birds' nests. They can collect old nests and old egg shells.*

Activity 12 - Benefits of Birds

Learning Objective: Listening & Speaking 3

- Initiate discussion and respond to others in familiar situations such as in the class- room, library and playground.

Learning Objective: Writing 7

- Develop their ideas in simple paragraphs.

Specific objective for the activity

- Discuss and list the benefits of birds in correct simple sentences to form a paragraph.

Use RoundRobin to let students discuss the benefits of domestic birds (hen, duck, and turkey) found in their locality. Or invite a local member to explain the benefits of birds to the students. Then let them list the benefits in RoundTable. Encourage students to use the following languages:

- Hens lay eggs. We eat eggs.
- Rooster wakes us up in the morning.
- We eat chicken.
- Hen are farmers' friend. They eat harmful insects and worms from the garden.
- Faeces/droppings of birds are used as manure.
- Feathers can be used for making darts/arrows.

The teams use (RoundRobin) to discuss how wild birds help us in the following ways: pest control, clean-up crew (scavengers)/health benefits, ecotourism/source of attraction, seed dispersal and balance in ecosystem). The discussion should lead to deeper learning on the benefits of birds.

- Pest control – How do birds help farmers?
- Clean up crew (scavengers)/- Where do the dead animals go?
- Seed dispersal- How do birds spread seeds?
- Ecotourism- Why do tourists go to Phobjikha?
- Ecosystem- What would happen if there were no birds?

Finally, ask students to write a paragraph on benefits of wild birds. Let the students use the following checklist to write correct sentences.

Sl No	Questions	Yes	No
1	Did I/we start all my/our sentences with a capital letter?		
2	Did I/we end all my/our sentences with full stops?		
3	Did I/we use capital letter to start new sentences?		
4	Did I/we use comma to separate different phrases, words and ideas in a sentence?		
5	Did I/we keep constant space in between words?		

After completing their work, teams present to the whole class.

Activity 13 - Food Chain

Learning Objective: Listening & Speaking 3

- Initiate discussion and respond to others in familiar situations such as in the classroom, library and playground.

Specific objective for the activity

- Use simple and correct sentences to talk about the food chain in their locality.

Let students go out in the community and observe any animals, insects or birds. Let students find out what the animals, insects and birds eat. Use the following table to note their observation.

Animals, birds, insects	What they eat?
e.g. Cow/yak/goat/sheep	Grass, leaves.....
pig	Roots, left over food
dog	Food, meat,
human	Food, meat, vegetables
frog	Small insects

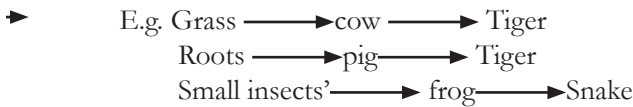
After that let students share their collections using the language given below:

- Cow eats grass. Pig eats roots and left over food. Dog eats meat and left over food. Frog eats small insects.....

Let students in teams brainstorm about the tertiary consumer. Use the table below.

Animals, birds	Animals, birds, insects	What they eat?
Human, tiger, wolf	e.g. Cow	Grass, leaves.....
Human, tiger, wolf	pig	Roots, left over food
Human/snow leopard	Yak/goat/sheep	grass
	dog	Food, meat,
	human	Food, meat, vegetables
Snake, python	frog	Small insects

Now let students in teams draw a food chain to represent the above information.



Students use the language given below to explain the above chain or sequence to the whole class.

- Tiger eats cow. Cow eats grass.

Likewise, in teams, let them discuss, using RoundRobin to see how each one of us depend on each other. Give the following topics to each team.

- What would happen if there were more cows?
- What would happen if there were no grasses?
- What would happen if all tigers died?
- What would happen if there were no snakes?
- Why are there a lot of stray dogs in our village/city/town? What problem do we face due to the stray dogs?

Through this discussion let students understand the concept “We all depend on each other to live/ survive”. Inform students that this is a **food chain**.

Supplementary Reading

Activity 14

Learning Objectives: Reading & Literature 2, 11, 13 Listening & Speaking 3, 7, 8, 10

Write the poem, *Hurt No Living Thing* by Christina G. Rossetti on chart paper.

Read the poem to the students, have them read it in unison and also independently. After the reading ask them: What message did they get from the poem? Have you changed your attitude towards birds?

Other reading material:

My Big Book of Birds

Assessment Tool 4: Checklist to assess students’ ability to produce the long and short vowel sounds.

Assessment Tool 13. Rubrics to assess students’ ability to write

Text 11: The Heavenly Birds

Author: Pema Gyaltshen

Genre: Story.

Week: 23

Synopsis: This story is based on the factual information about the famous black-necked cranes. It starts with some facts about the black-necked cranes and then develops into a fictional story.

High-Frequency Words: valley, snake, boar, believed, black-necked crane, leader, journey, salt, circled, story, race, decided

Vocabulary: heavenly, meadow, marshland, boast, local, belief, represent, impressive, famous, excited, pleasing, announced, gentle, elderly, basking, rodents, pity, realized, harmony, gratitude

Key Learning Outcomes:

- Talk on a subject familiar to them
- Identify the main idea of a short text
- Read aloud with fluency and expression
- State their opinions and ideas about the text
- Write a simple personal letter

Before Reading Activity 1

Learning Objectives: Listening & Speaking 3, 7

Introduce and connect the new text to the one read earlier by asking:

Q: What do you remember about black-necked cranes which you read in the earlier text (Some Birds of Bhutan)?

A: They are large birds.

They have long black neck and long legs.

They look for their partners in spring.

They dance.

Accept all responses that the students give. Then show the title and ask what they know about the word 'heavenly'. Explain the term, and tell that they will read more about black-necked crane.

Activity 2 – Book walk

Learning Objectives: Listening & Speaking 3, 7, 8

Teacher brings in a real picture of Phobjikha to introduce the place/setting of the story.

Ask questions such as:

Where do you think this place is?

Have you been there?

What is this place famous for?

Now take students through Book Walk.

Reading Activity 3

Learning Objectives: Reading & Literature 2, 12

Carry out Directed Reading Thinking Activity (DRTA) - (Refer Teacher Guide page xxxii).

After Reading Activity 4

Learning Objectives: Reading & Literature 4, 11

Divide the class into teams of 4 – 6 students and let them play the ‘roll and retell’ game. This activity is based on the story from page 21 to 29. The following materials need to be prepared for each team

- A dice (can be easily made from chalk pieces)
- Question sheet as shown below:

Roll & retell

- 1 dot – What is the story about?
- 2 dots – Who is the story teller?
- 3 dots – Where does the story take place?
- 4 dots – What happens in the beginning of the story?
- 5 dots – What happens at the end of the story?
- 6 dots – What is the main idea of the story?

How to play:

A member in a team rolls the dice and answers the question based on which number it lands on. For instance, if the dice lands on 1, the students has to answer the question ‘What is the story about?’ as given in the question sheet above. The members in the teams take turns to roll the dice and answer the questions.

Activity 5 – Letter Writing

Learning Objectives: Writing 5, 8

Ask students if they have ever written a letter to or received from someone. Bring in a personal letter in its envelope for students to see. They may have letters of their own to share. This discussion could lead to the Bhutan postal system, the postal runners in some rural areas, stamps, e-mail, etc. Ask students why people write letters. Show the format of a personal letter to the students. Display the format on a chart paper for the students to follow. *Note: You may teach both Indented and Block styles as shown in the following example.* Now, tell students they will be writing a letter to someone.

Use a **shared writing approach** to write a class letter to one of the characters in The Heavenly Birds or to the author. In the letter the teacher may include information related to the text.

Teach the punctuation marks and format in context – capital letters, full stops, indentation, etc. It will be useful to give students personal letter writing frames before they begin to write their own letters. The frames will be set up in letter writing form with blank lines where they are to write. Work slowly through the process, having all student

work on their own under step-by-step directions. This is an activity that takes much practice and a perfect results should not be expected. The activity is only meaningful to the students if the letters are actually sent and even much more meaningful if students receive a reply in the mail. Letters can be written to classmates, parents, other teachers or people in the community.

Sample format:

Indented style

Peljorling Primary School
Sipsu, Samtse
May 25th, 2020

Dear Lhundup,

I am writing this letter to tell you how much I am enjoying reading the book 'The Peace Ring' by Rosemary Hayes that you have sent me. The most interesting part of the book was when Ben and Tracey walked underground through the huge and twisted roots around them with the help of the light from the Peace Ring.

I will write more next time when I finish reading the story. Give my regards to your friends.

Your friend,

Deki

Block style

Gaupel
Primary
School Paro
June 7th, 2020

Dear Deki,

It was nice to know that you have already started reading the book. I am sure you will enjoy the book. Let me know whether you enjoyed reading fiction stories.

A friend of mine from Bangtsho has written to me last week. She has read the poem 'The Moon Bear's Dance'. And her class is working hard on the poem to role-play the poem during their school literary week. She has invited me to come. Are you interested, Deki?

I will write you about this in my next letter.

My regards to Dem and Hakii.

Your friend,

Lhundup

Supplementary Reading

Activity 6

Learning Objectives: Reading - 1, 8, 11, 12, 13

Use the book 'Nightingale' for Independent reading.

Assessment Tool 8: Rubrics to assess students' ability to read

Text 12: How do Plants Provide Food?

Author: CAPSD

Genre: *Informational Text*

Week: 24 & 25

Synopsis: A text that talks about the uses of plants.

High-Frequency Words: *trees, many, know, other, these, grow, which, people, some, autumn, away* (Refer *Approaches and Strategies for Instructional Procedure*)

Vocabulary: *tuber, creeper, ripe, nutrients, swollen, edible, fungi, rotting, dispersal, sticky, sea, beach, harvest*

Key Learning Outcomes:

- State their opinions and ideas about the text
- Transfer the information in a chart
- Talk on a subject familiar to them
- Develop their ideas into simple sentences using capital letters, full stop, and simple tenses

Before Reading Activity 1

Learning Objectives: Listening & Speaking 1, 2, 3, 5, 10

- Before beginning the book, put seeds of beans and peas on wet paper and place them in two different jars. Then place these on the window sill. Monitor the jars daily, keeping them moist. When they have developed roots and leaves, the seedlings will be ready for an experiment that will allow students to discover what plants need to grow.
- Divide the class into 4 research teams and ask what things they think are necessary for plants to grow. Have one jar that you call a control group where the seedlings are planted in soil, watered regularly and given light. For the others, do the following:
- Put seedling in the soil, provide light but do not provide water;
 - * Put seedling in the soil, provide water but do not provide light;
 - * Leave the remaining seedling in a jar with no soil but provide light and water.
 - * Have students measure the plants and describe them in a class **journal** on a daily basis.
- Discuss the results and ask questions about what plants need in order to grow.

Ask students to bring different kinds of seeds, fruits, vegetables that are available at home. Students should be asked to bring these things a day before the actual lesson. Give groups a piece or pieces of fruits/seeds/vegetables and let students find out what they see inside them.

Reading

Activity 2 - Informational Charts

Learning Objectives: Reading & Literature 1, 10, 11, 13 Writing 1, 11

Talk to the students about informational texts and the idea that it is not like a story in which they must read every page to get the message. An informational book can be read in sections to find the information needed.

The class will be divided into four groups. Using a **guided reading approach**, have each group search for information in the following ways: For each group the teacher will assign the tasks of filling out a table or web based on the information provided in the text:

Group 1 will read the section on the types of plants and fill up the following table.

Names of fruits/seeds/vegetables	Types of plant					
	tree	bush	climber	tuber	grass	fungi

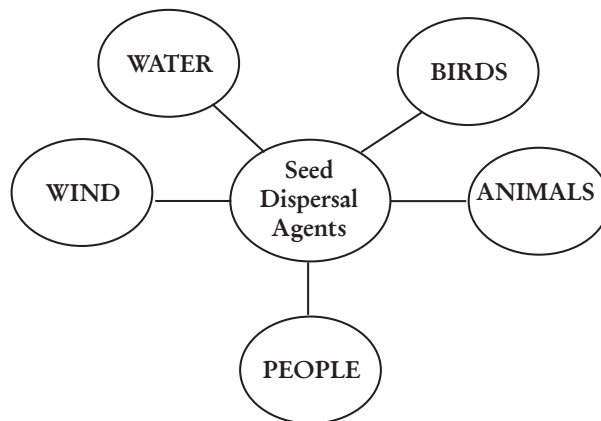
Group 2 will write the names of the grains, fruits, types, and the places where they are grown as given in the table below.

Grains	Citrus fruits	Hard & Dry fruits	Soft & juicy	Places grown

Group 3 will note the types of fruits/vegetables / grains and the climatic conditions required to grow.

Names of fruits/seeds/vegetables/grains	Hot climate	Warm climate	Cool climate	Cold climate

Group 4 will read the part on the seed dispersal and write down the agents in the balloons. e.g.



Have students display their charts and webs.

Activity 3 – Questioning

Learning Objectives: Listening & Speaking 7, 8

Language focus: Using the information gathered, ask the following questions: Questions using *'where?'*

- Where is millet/wheat/rice/maize/buckwheat grown?
- Where are apples/oranges/bananas grown?
- Where do millet/wheat/barley come from?
- Where do apples/oranges come from?

Questions using *'what'* and *'how'*.

- What is it like?
- What does it look like?
- What does it feel like?
- What does it smell/taste like?
- How many seeds does it have?
- What shape is it?

Possible responses:

- It is round/rough/big/hairy/juicy.
- It feels soft and smooth.
- It tastes sweet
- It smells nice.
- It has five small seeds.
- It is round.

After Reading

Activity 4 - Map of Bhutan

Learning Objectives: Reading & Literature 1, 11, 13 Writing 1, 2, 10 11

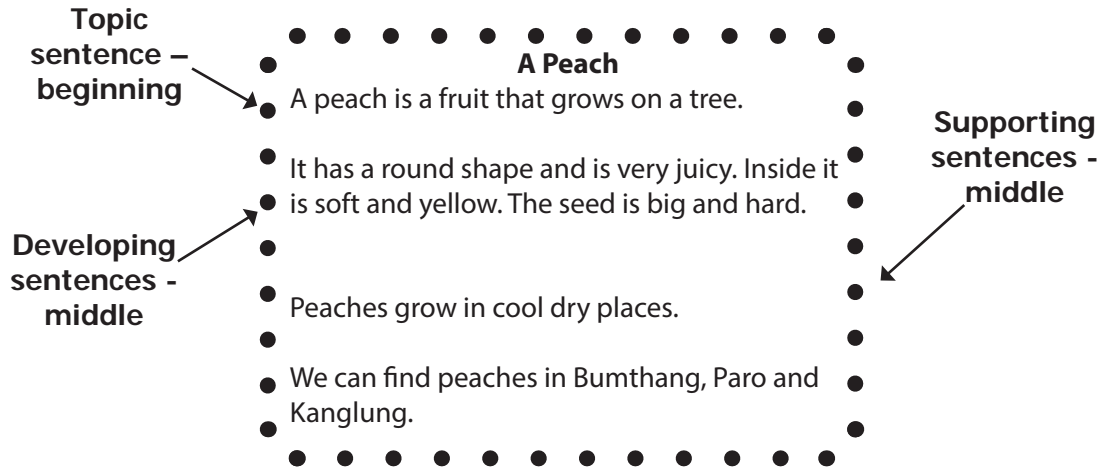
Provide a large map of Bhutan and ask children to draw the fruits, vegetables and grains. Attach the pictures with a string to the places in Bhutan where they grow. They may use the information provided in the text as well as the charts and the web to verify the placement of their drawings.

Follow up

Activity 5 - Writing a Paragraph

Learning Objectives: Writing 1, 3, 7, 8, 9, 11

Using the information on the chart prepared by the students ask them to write a paragraph about any fruit, vegetable or grain. Have them look in various books to recognize a paragraph. Model with a writing frame such as:



Spend some time in helping students write their paragraphs. Later let them read to a partner for ideas, revising and rewriting them. The writing should be compiled in the students' writing portfolio.

Activity 6 - Word Focus

Learning Objectives: Listening & Speaking: 4

Long 'i'

Have students:

- Listen to the **long 'i'** sound in the following words: five, nine, kind, find
- Work in groups to make word families from the above words. Place them on a word family chart.
- Complete this personal letter using **long 'i'** words:

Dear Alex,

I looked for your bag, but I couldn't_____it. Have a nice___at school today. Remember to be careful when you_____your bike. I will be home at_____o'clock.

Supplementary Reading

Activity 7: Independent reading

Learning Objectives: Reading & Literature 2, 14

Let students read the text '*Sugar bakes cupcakes*' independently.

Assessment Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds.

Assessment Tool 18: Checklist for writing process.

Theme Three: People and Places

Text 13: Gangchung The Baby Snow Leopard

Genre: *Story*

Week: 26 & 27

Synopsis: This is a story about a boy who finds a baby snow leopard in the mountain and wants to keep it as his pet, but his father makes him understand that it is important by far to release it to its natural habitat.

High-Frequency Words: *mountain peak, leopard, yak, whining, important, village, animal*
(Refer *Approaches and Strategies for Instructional Procedure*)

Vocabulary: *shoot, shake, reflected, footprints, bored, tumbling, fluffy, heap, cuddled, purr, tucked*

Key Learning Outcomes:

- Retell the story
- Describe a picture using new vocabulary and high frequency words
- Develop their ideas in simple paragraph
- Use reading strategies
- Revise for content and simple mechanics.

Before Reading

Activity 1

Learning Objectives: Listening & Speaking 3, 5, 7, 10

Ask the following questions to introduce the text:

Q: How many of you have found a baby animal left alone? What did you do with it?

*A: I found a cat/dog/bird. I took home/I fed it/I kept it as a pet.
I have not found any.*

Q: How many of you have seen/heard about snow leopard? What does it look like?

*A: I have seen/haven't seen.
I have seen it in pictures.*

It looks like a cat. It has fur/dots on its body.

Q: Imagine that you found a baby snow leopard on the way. What would you do?

A: I would run away/pick it up/take it home/feed it/pat it/call forest officer.

The teacher will say that they are going to read a story about a boy who finds a baby snow leopard in the mountain. Then ask what they think the boy would do. Note down all the responses, take them through Book Walk and confirm their predictions.

Reading

Activity 2 – Choral Reading

Learning Objectives: Reading & Literature 2, 9, 14

Carry out choral reading with students (refer Teacher's guide page xxxii).

Activity 3 – Retelling the story (Talking chips)
Learning Objectives: Listening & Speaking 2, 7, 8, 10

Materials required – talking chips (button, stones, cubes etc)

Take/distribute the talking chips and let students sit in a circle in their teams. Ask students to think and share their ideas on what happens in the beginning, the middle and at the end of the story. The member who wishes to share will place his/her chip at the middle of the circle and start to talk while the rest listen. After that the next student puts his/her chip at the center and share the idea. This continues until everyone has had used their talking chips. At the end the teacher can ask few students to share the team’s ideas to the whole class.

After Reading Activity 4

Learning Objectives: Listening & Speaking 7, 10

Writing 2

Ask children to tell the class what they felt after reading the text. The feelings could be about the Gangchung, Rinzin or about the events in the story. Have them respond with full sentences, such as:

- I felt happy whenbecause.....*
- I felt sad whenbecause.....*
- I felt afraid when.....because.....*
- I felt excited when.....because.....*
- I felt angry whenbecause.....*

Let students write down whichever sentences they shared in their note book. They can also add other sentences shared by others.

Follow up

Activity 5 - Language Structure

Learning Objectives: Writing 1, 2, 3, 8, 10, 11

Students will be able to talk about possibilities. Use the story to make statements such as,

- If I were the baby leopard*
- If I studied at Soe Primary School,*
- If I climbed the Jomolhari peak.....*
- If I separate the baby leopard from its mother,.....*
- If it snowed all the time in Bhutan,*

Activity 6 – Paragraph Writing

Learning Objectives: Writing 2, 3, 7, 9

Have students open the book on page 3 and discuss the picture. Model descriptive writing by looking at the picture. The teacher focuses on topic sentence and developing it with details. This has been introduced in week 24 & 25. Write a paragraph of about five sentences on the chalkboard/chart. Encourage students to suggest details or examples. Use high frequency words and vocabulary from the text.

Soe is a beautiful village. It is surrounded by many green trees and mountains. The mountains are covered with snow which shines in the sun. At the bottom of the green mountains are traditional Bhutanese houses and fields.

Now let students choose a page from the book and write a paragraph describing it. Focus on the topic sentence and writing the details to elaborate the topic sentence.

Teacher will provide ample opportunities to the students to revise the content of the paragraph and edit simple mechanics (self and peer revision and editing). Students will use checklist to do so.

Activity 8 - Text to text connections

Learning Objectives: Reading & Literature 4, 8, 11

Gather materials for the activity: class set of two text *Gangchung - the baby snow leopard* and *The Lion and the Hare*, chart/newsprint paper and markers. Give each student a set of these books.

Tell them they will compare the two stories. Discuss the similarities and differences in these two stories. Use the following chart to write their findings:

	<i>Gangchung the baby snow leopard</i>	<i>The Lion and the Hare</i>
Setting (country/place)	Snowy mountain	Beautiful forest
Main character (s)	Gangchung and Rinzin	The lion and the hare
Main idea	Let the animals be free. Animals are born to be free. Save animals	Size does not matter. Intelligence versus physical strength.

Note: Prompt the children to focus discussion on the ideas above. The teacher should lead the discussion, writing students' ideas on the chart. This activity may be kept simple but it is important to have children make text to text connections.

Supplementary Reading

1. *Albert Einstein A Life Story* by Mary Joseph.
2. *A Chest of Stones* by Students Plus Bhutan

Assessment Tool 3: Rubrics to assess students' ability to tell simple stories in their own words.

Assessment Tool 13: Rubrics to assess students' ability to write

Assessment Tool 18: Checklist for writing process.

Text 14: Stella and her Story books

Genre: *Realistic Fiction*

Week: 28 & 29

Synopsis: Stella is very **studious**. Her hobby is to read study (school) books but her mother wants her to read storybook too.

High-Frequency Words: *mother, books, study, read, hobby, reading, story (Refer Approaches and Strategies for Instructional Procedure)*

Vocabulary: *stubborn, stiffly, steer, stack, stared, stooped, stoically, stunning, stallion, stretched, steed, steak, stately, sturdy, strained, stunned, strewn, stirred, stock, historical, armour*

Key Learning Outcomes:

- Deliver very short speech
- Show clear understanding of word order in simple sentences
- Use a picture dictionary to find the meaning
- Ready aloud with fluency and expression
- Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words)
- Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing
- Communicate meaning in their stories through words and sentences and use drawings to illustrate the story.

Before Reading:

Activity 1

Learning Objectives: Listening & Speaking 9

Give some time for every student to prepare a short speech on ‘*The importance of Reading*’. Let them deliver the speech through RoundRobin inside/outside the classroom. Back in the class, have few students share their speech to the whole class. After this introduce the text **Stella and her story books**.

Activity 2

Learning Objectives: Listening & Speaking 4

Play ‘*Passing the ball*’ to say the ‘st’ words.

How to play?

This game is fast-paced, but allows students some time to think. It also encourages peer learning, as students will pick up the words they hear others speaking.

To play the game, grab a ball and have all the students form a circle. Teacher instructs the students to say words beginning with ‘st’. Start by tossing the ball at a student. That student will shout a word and throw the ball to another student. As each student catches the ball, they need to come up with another word that begins with ‘st’. If they repeat a word that has already been said or can’t think of a new one, they will say ‘pass’ and throw the ball to another student. The game continues until everyone gets a chance.

Teacher will note down the words students have said. Revisit them and add the new vocabulary from the text to the list. Inform the students that the new vocabulary are from the text.

Reading

Activity 3 – Buddy Reading

Learning Objectives: Reading & Literature 2, 9


Teacher will carry out modelled reading using gestures and examples to explain difficult concepts. Now let students carry out Buddy Reading (refer Teacher’s Guide page xxiv).

After Reading

Activity 4 - Dictionary

Learning Objectives: Reading & Literature 3

Get students to list the unfamiliar words, give their meanings and use dictionary to confirm their meanings. To do so, give the following template.

Vocabulary	My meaning (making meaning from the context)	Dictionary meaning (picture/phrase/sentence)
Eg. stubborn	Stella did not listen to her mother. Stella was angry.	showing determination not to change
armour	Dress	

Activity 5 – Word Focus

Learning Objectives: Listening & Speaking 1, 2, 3, 7, 10

Writing 1, 3, 11

Word Focus: Play the game- Roll It, Say It, Spell It (*Adapted from 30 Wonderful Word Family Games by Joan Novelli, Scholastic Professional Books*).

As a whole class, have students play the game to build words using the letters given on each face of the cube.

- The teacher has a word family cube made.
- The teacher rolls the cube, shows the students the ending he/she rolled and says write the words ending with -ed, -ing, -ly, -s/-es, -er, -tion.
- Students in teams will collaborate to write as many words as possible in a given amount of time (RoundTable/RallyTable). For example, if a student rolls an- ed, they might write *stared, shared, rolled, etc.* If he rolls an -ing, they might say *blinking, reading, sleeping.*

The group who writes the maximum number of words in the given time gets a point.

Tally the points at the end of the game and announce the winner.

Activity 6 – Word Order

Learning Objectives: Listening & Speaking 6

Teacher will prepare a similar worksheet of jumbled sentences as given below, and let the students arrange the words/phrases into meaningful sentences/questions with correct conventions.

Sl. No.	Words	Sentence
1	loved stella reading books	
2	wanted mother stella fun have outside to	
3	not did fun stella have	
4	in up who stella the morning woke?	
5	did what stella at night do?	

Teacher can encourage students to carry out peer assessment.

Students can also be asked make their own jumbled sentences and give them to their friends to be put in correct order.

Activity 7

Learning Objectives: Writing 2, 11

Ask students to write a simple book review of *Stella and her story books* using the format given below.

Book Review

Name: _____

Story Title:

The rating I give this book is:

★
I did not like this book

★ ★
The book was ok

★ ★ ★
I loved it!

A picture of something that happened in the story:

An important event from the story:

Supplementary Reading

Activity 8

Learning Objectives: Reading & Literature 1, 8, 11, 12, 13

Use the book 'Barbie-Fairy Topia' and '*Brothers*' for Independent reading.

Assessment tool 8: Rubrics to assess students' ability to read

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.

OVERVIEW OF ASSESSMENT

<i>Theme</i>	<i>Topic/Text</i>	<i>Listening & Speaking</i>	<i>Reading</i>	<i>Writing</i>
Home and Community	<i>The School</i>	Tool 1: Checklist to assess Listening and Speaking skill	Tool 9: Assessment Tool: Checklist to assess students' ability to read poem/rhyme	
	<i>The True Son (Story)</i>	Tool 3: Rubrics to assess students' ability to tell simple stories in their own words.	Tool 7: Rubrics to assess students' ability to read aloud with fluency and expression	
	<i>Two Unforgettable Days (Comic strip)</i>	Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds. Tool 6: Rating Scale to assess students' ability to role play		Tool 13: Rubrics to assess students' ability to write
	<i>The Clothes Line (Poem)</i>		Tool 9. Checklist to assess students' ability to read poems/ rhymes Tool 10 : Checklist to assess reading log.	
	<i>The Lion and the Hare (Fable)</i>		Tool 11: Rubrics to assess student's ability to: - identify and employ the features of fable. - read and talk about text in detail	Tool 14: Checklist to assess students' ability to write fables
	<i>The Punakha Domchoe (Informational text)</i>	Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds.	Tool 8: Rubrics to assess students' ability to read	

<i>Discovering the World Around Me</i>	<i>How they Sleep (Poem)</i>		Tool 9. Checklist to assess students' ability to read poems/ rhymes	Tool 15: Checklist to assess students' ability to write poem
	<i>The Caterpillar and the Butterfly (Poem)</i>	Tool 6: Rating Scale to assess students' ability to role play (Listening & Speaking)	Tool 9: Checklist to assess students' ability to read poems/ rhymes	Tool 16 : Checklist to assess students' Journal
	<i>The Tree (Poem)</i>	Tool 5: Rubrics to assess students' ability to deliver speeches		
	<i>A Moon Bear's Dance (Poem)</i>	Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds. Tool 6: Rating Scale to assess students' ability to role play (Listening & Speaking)	Tool 9. Checklist to assess students' ability to read poems/ rhymes	
	<i>Some Birds of Bhutan (Informational Text)</i>	Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds.		Tool 13. Rubrics to assess students' ability to write
	<i>The Heavenly Birds (Story)</i>		Tool 8: Rubrics to assess students' ability to read	
	<i>How do Plants Provide food? (Informational text)</i>	Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds.		Tool 18: Checklist for writing process.
People and Places	<i>Gangchung – the Baby Snow Leopard (Story)</i>	Tool 3: Rubrics to assess students' ability to tell simple stories in their own words.		Tool 13. Rubrics to assess students' ability to write Tool 18: Checklist for writing process.
	<i>Stella and her Story books (story)</i>		Tool 8: Rubrics to assess students' ability to read	

LIST OF ASSESSMENT TOOLS

LISTENING AND SPEAKING STRAND

Tool 1: Checklist to assess Listening and Speaking skill

Student name:.....					
Objectives/Listening and Speaking Behaviours					
Speaks clearly and fluently					
Stays focused while speaking					
Uses complete sentences					
Pronounces words correctly					

Tool 2: Rubrics for assessing students' ability to listen and follow instructions.

Descriptors	Exceeds Expectation	Meets Expectation	Developing Skills	Needs Improvement
Follow instructions	Follows all the instructions correctly.	Follows most of the instructions correctly.	Follows few instructions correctly.	Hardly follows instructions correctly.
Give instructions	Give clear and precise instructions.	Give clear instructions.	Instructions are somewhat clear.	Instructions given are not clear and vague.
Initiate conversation & respond to others in unfamiliar situation using correct word order. (ask questions, give answer, interprets, explains)	Always use accurate word order during conversation & responding to teachers and friends.	Uses accurate word order most of the time during conversation & responding to teachers and friends.	Uses accurate word order sometimes during conversation & responding to teachers and friends.	Uses accurate word order rarely during conversation & responding to teachers and friends.
Shares topic of interest with others orally	Shares topic of interest with others orally all the time.	Shares topic of interest with others orally most of the time.	Shares topic of interest with others orally sometimes.	Shares topic of interest with others rarely.
Enjoy listening & speaking English.	Conversation in English with teachers and friends is carried out always.	Conversation in English with teachers and friends is done most of the time.	Conversation in English with teachers and friends is done sometimes only.	Conversation in English with teachers and friends is done rarely.

Tool 3: Rubrics to assess students' ability to tell simple stories in their own words.

Components	Exceeds Expectation	Meets Expectation	Developing Skills	Needs Improvement
Pictures	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	Uses all the pictures from the text to tell the story.
Events/ideas in the story	The events/ ideas are in sequence. Needs no prompting. Narrates the events clearly.	The events/ideas are in sequence, but with some events missing. Little prompting is needed.	The events/ideas are in sequence. It is difficult to understand the story. Teacher needs to prompt sometime.	The events/ideas are not in sequence. Teacher needs to prompt every time.
High frequency words & vocabulary	Uses most of the HF words & vocabulary appropriately while narrating the story.	Uses some of the HF words & vocabulary appropriately while narrating the story.	Uses few HF words & vocabulary appropriately while narrating the story.	Little HF words and vocabulary used.
Sentence structure	All the sentences used are correct and complete and have meaning.	Most of the sentences used are correct and complete and make meaning	Some of sentences used correct and complete but not all make meaning.	A few sentences used are correct. It is difficult to understand the story.
Expressions & gestures	Uses lots of appropriate expressions and gestures to tell the story.	Uses some appropriate expressions and gestures while narrating the story.	Uses a few but inappropriate expressions and gestures to tell the story.	Very less expression and gesture used.
Confidence	Shows highest degree of confidence.	Show high degree of confidence	Show confidence to tell the story.	Not so confident to tell the story
Intonations	Uses most appropriate tones as per the mood/ emotions shown by the characters in the story.	Uses some appropriate tones to show the emotions of the characters in the story.	Uses few appropriate tones to show the emotions of the characters in the story.	Tone use are not as per the mood/ emotions shown by the characters in the story.

Note: You may skip the components that are not relevant for the activity.

Tool 4: Checklist to assess students' ability to produce the long and short vowel sounds.

Sounds	Produce the long vowel sounds (initial, medial, final)	No. of words
ee	sheep, wheel, cheese, seed, cheek, street, beef, feet, sleep, teeth, feel, week, keep, leeches, speed, creeper, sweet, freezing, need, sleep, green, been, deer (medial) see, knee, bee, tree, free (final)	
ar	arm, archery, argue, are, army, (initial) card, cart, hard, parent, sharp, partner, March, Sarpang, board (medial) far, year, near, fear, hear, ear (initial)	
a	apple, ask, as, all, ago, animal, autumn, (initial) Saw, paw, raw, family, ran, , tall, walk, village, lay, same, said, father, began, path, call, vase, cave, trapped, day, can, fall, yawn, claw, raven, place, clattered, car (medial) extra (final)	
oo	roof, look, choose, food, cooking good, roots, school, stood, shook, soon, poor, foolish, hoopoe, roof, cool, mushroom, spoon, stool, boomed (medial) Bamboo, cuckoo, too (final)	
ar	arrow, arrive, arrest, arrange (initial) carry, farmer, hare, dark, part (medial) car, far, jar, roar (final)	
a	at, axe, an, ant, am (initial) fat, flat, that, jam, hand, sad, sat, rat, cat, back, happy, fast, grass, plant, last (medial)	
o	on, ox, October, often, open, order, osprey (initial) hot, pot, lot, not, dog, hostel, lesson, from, forest, woke, cloth, spoke, got, door, lock, son, demon, hole, top, crop, stop (medial) who (final)	
u	up, under, us, ugly, umbrella (initial) cup, must, number, hundred, summer, mutton, studies, run, but, luck, hug, jump, bug, fur, bump, buzz (medial)	

Note: Teacher may use the words from the text and refer class I guide and dictionary for accurate vowel sounds.

Tool 5: Rubrics to assess students' ability to deliver speeches

Category	Exceeds Expectation	Meets Expectation	Developing Skills	Needs Improvement
Introduction (greetings, addresses)	Can use greetings & addresses accurately	Can use greetings & addresses almost accurately	Can use greetings & addresses fairly accurately	Can use greetings & addresses accurately poorly
Relevant	Content is relevant	Content is relevant but a few irrelevant points	Content is relevant but some irrelevant points	Content is not so relevant
Language	Excellent	Very good	Good	Satisfactory
Conclusion (statement)	Has very strong concluding statement	Has strong concluding statement	Has fairly strong concluding statement	Has not so strong concluding statement
Fluency	Very fluent & mispronounces no words	Fluent enough but mispronounces a few words	Somewhat fluent but mispronounces some words	Not at all fluent and mispronounces most of the words
Audibility	Loud enough to be heard by all throughout	Loud enough to be heard by at least 90% throughout	Loud enough to be heard by at least 80% throughout	Loud enough to be heard by at least 70% throughout
Eye contact	Establish eye-contact with everyone all the time	Establish eye contact with everyone most of the time	Establish eye-contact with everyone sometimes	Establish eye-contact with everyone rarely
Confidence	Very confident & has obviously rehearsed	Confident & has obviously rehearsed	Less confident & has rehearsed little more	Not confident & does not seem at all rehearsed
Presentation				
Posture	Stands up straight, looks relax & confident	Stands up straight	Stands up straight, but not relaxed & confident	Sometimes stands straight
Dress	Clean, perfectly & properly dressed up	Clean & properly dressed up	Cleanly dressed up	Badly dressed up

Tool 6: Rating Scale to assess students' ability to role play (Listening & Speaking)

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

READING AND LITERATURE

Tool 7: Rubrics to assess students' ability to read aloud with fluency and expression (especially for readers' theatre)

Exceeds expectation	Meets expectation	Developing Skills	Needs Improvement
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

Tool 8: Rubrics to assess students' ability to read

Components	Exceeds Expectation	Meets Expectation	Developing Skills	Needs Improvement
Reading Strategies	Use reading strategies effectively	Successfully attempts to use reading strategies	Attempts to use reading strategies if prompt	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)	Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)

Fluency	Read the text fluently	Read fairly fluently	Read haltingly word by word	Read laboriously
Pronunciation	Pronounces all the words correctly	Pronounces some of the words correctly	Pronounces some of the words correctly	Pronounces a few or little words
Intonation	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

Tool 9. Checklist to assess students' ability to read poems/rhymes

Student name:.....				
Areas/Indicators				
Identify the speaker when reading a poem				
Read aloud with fluency and expression				
Identify internal and end rhymes in poems				
Identify the main idea of a text.				
Recognize and understand the theme.				
Form opinions about ideas, people or events described in the texts.				
Recognize the setting and trace the plot in stories				
Identify the purpose for which a text is written.				
Demonstrate the ability to make personal connections with the ideas, events and people that they encounter in their reading.				

Reading Log

Sl. No.	Title of the book/ text/poem	Author	Text Type (Genre)	Most interesting character/line
1	The Clothes' Line	Charlotte Druitte Cole	Poem	Hand-in-hand they danced in a row.....

Note: Students should read 20 texts/book in a year. They should be reminded to keep record of the books read using the above table.

Tool 10: Checklist to assess Reading Log

The student has.....	Term I	Term II
read 20 texts		
read a variety of texts		
written in complete sentence.		
used capital letters, comma and full stop correctly		

Tool 11: Rubrics to assess student’s ability to:

- identify and employ the features of fable/story.
- read and talk about text in detail.

Child’s Name.....

Exceeds Expectation	Meets Expectation	Developing Skills	Needs Improvement
Reads and talks about texts in detail use questions from the texts talk.	Reads and talk about texts in some detail.	Reads and talks about texts in lesser detail.	Reads and talks about texts with very little detail.
Recalls all the characters with detail.	Recalls the main character with detail.	Recalls the main character with some detail.	Recalls the main character but not in detail.
Tells the moral of the fable in detail.	Tells the moral of the fable in some detail.	Tells the moral of the fable less detail.	Tells the moral of the fable only when prompted.

WRITING STRAND

Tool 12: Checklist for punctuation

Student name:.....					
Behaviour					
Uses capital letters correctly for the starting of sentence					
Uses of capital letters correctly for proper nouns.					
Uses full stops at the end of the sentences.					
Uses question marks after the questions.					
Uses commas accurately.					

Tool 13. Rubrics to assess students’ ability to write

Components	Exceeds Expectation	Meets Expectation	Developing Skills	Needs Improvement
Pictures	All the pictures are well associated with the events	Most pictures are associated with the events	Some pictures are associated with the events	A few pictures are associated with the events
Events/ideas in the story	The events/ ideas are well sequenced.	The events/ ideas are mostly sequenced.	Some events/ideas are in sequence.	A few event/idea are in sequence.
High frequency words & vocabulary	A rich and right choice of vocabulary is used to narrate the story.	Most of the vocabulary used are appropriate	Some of the vocabulary used are appropriate	A very little words used repeatedly.
Punctuation	Capital letters are used appropriately throughout the writing.	Capital letters are used appropriately in most of the writing.	Capital letters are used appropriately in some of the writing.	Capital letters are rarely used appropriately.
	Full stop and question marks are used appropriately in all the sentences.	Full stop and question marks are used appropriately in most of the writing.	Full stop and question marks are used inappropriately in some of the writing	Full stop and question marks are not used inappropriately
Sentence structure	All the sentences are complete and carry clear meaning and ideas.	Most of the sentences are complete and carry meaning in the writing.	Some sentences are complete and carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.
Spellings	All of the spelling are correct.	Most of the spellings are correct.	Some of the spellings are correct.	A few spellings are correct.
Content	All the ideas and information in the writing are clear and give meaning. Contains enough information and ideas. All ideas are original.	Most of the ideas and information are clear and meaningful. Contains some ideas and information. Most of the ideas are original	The ideas and information are quiet clear and meaningful. Contains some ideas and information. Some ideas are original	The ideas and information are not so clear. Some of them don’t give meaning to the writing. Not enough ideas and information. Very few ideas are original.

Note: Teacher may skip the components that are not relevant for the activity.

Tool 14: Checklist to assess students' ability to write (fables)

The writing has....	Remarks
title	
characters	
events	
moral	

Tool 15: Checklist to assess students' ability to write poem

Behaviour	Remarks
Use high frequency and words from word wall	
Use pictures to illustrate their own poems	
Use capital letters, comma, full stop, question and exclamation marks correctly.	
Use the knowledge of rhymes and rhythm	

Tool 16: Checklist to assess students' Journal

Objectives/Writing Behaviours	Remarks
Entry for every day made	
Capital and full stop used appropriately	
Neat and legible hand writing	
Reflections demonstrate knowledge on the topic	
Well-kept/maintained journal	

Tool 17: Checklist to assess students' ability to write personal letter.

Areas/components		Remarks
Format	<ul style="list-style-type: none">- Address- Date- Salutation- Paragraphing- Leave taking	
Content	<ul style="list-style-type: none">- Introductory statement- Actual substance- Concluding statement	
Language	<ul style="list-style-type: none">- Spelling- Tenses- Vocabulary- punctuation	

Tool 18: Checklist for writing process.

Writing Process	Remarks
Drafting – writes a first draft with or without an organizer.	
Revising <ul style="list-style-type: none">- Adds, deletes and substitutes ideas after discussion with others.- Revise ideas with some support.	
Editing <ul style="list-style-type: none">- checks spelling with class resources and dictionary (word wall, wall charts) and a picture dictionary.- checks for punctuation conventions ((capital, period, question marks and commas), and- prints clearly to ensure legibility.	
Sharing and publishing – error free to put it in their portfolio.	

Note: One best piece to be marked in each term. Writing should be continued throughout the year.

Appendices

HIGH FREQUENCY WORDS

Class PP (41 words)

a	he	little	that t
am	her	live	he
an	here	look	they
and	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	favourite	like	rain*	two
are*	finally	litter	ride	under
around	first	little*	right	use
autumn	float	live	road	very*
away	forest	looks	safe	village
beautiful	found	looked	said*	warns
because	friend*	lot	saw*	was*
before	from*	love	school*	wasn't
behind	get*	made*	see*	we
beside	girl	make*	sign	weather
best	green	many	sister*	went*
between	goes	more	small	were
black	going	most	some*	what
both	good*	must	some-	what's
by	ground	name	times	when*
brother	happy	near	spring	where*
but*	has	need	stop	which
can't	have*	neither	summer	who*
caught	here*	next	teacher	who's
children*	holiday	never	tell*	why*
city	house*	nice*	tells	will*
comes	how*	none	than	winter
coming	hurts	off	thanks	with*
could	I*	one	that's	won't
did	I'm	only	them*	would
different	I'll	other	then	write
does	I've	our*	there*	you*
			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 True Son**
village, then, boy, clothes, away, through, forest, trees, looked, that, same, went, about, your, family, things, called, river, was, again
2. **Two Unforgettable Days**
their, me, these, children, after, when, are, you, have, were, they, will, finally, finished
3. **The Clothes Line**
behind, they, knows, know, saw, away, could, never
4. **The Lion and the Hare**
could not, away, don't, did not, cried, said, little, into
5. **The Punakha Domchoe**
people, brought, with, these, looked, back, then, knew, them, next, had, look, through, threw, same, they
6. **How They Sleep**
such, little, their, down, they, sometimes, stand
7. **The Caterpillar and the Butterfly**
said, I, you, through, neither, they're, off, why
8. **The Tree**
it, more, our, spoke, its, really, beauty, just, us
9. **A Moon Bear's Dance**
through, tree, come, she, I, too
10. **Some Birds of Bhutan**
forest, some, usually, same, often, closed, have, use, these, they, them, because, long, are, listen, makes, spring, winter, their, there
11. **The Heavenly Birds**
valley, snake, boar, believed, black-necked crane, leader, journey, salt, circled, story, race, decided
12. **How do Plants Provide Food?**
trees, many, know, other, these, grow, which, people, some, autumn, away
13. **Gangchung - The Baby Snow Leopard**
mountain peak, leopard, yak, whining, important, village, animal
14. **Stella and her Story books**
mother, books, study, read, hobby, reading, story

List of Vocabulary Words (Text Wise)

- 1. The True Son**
cave, temple, vase, dark, lid, demon, hugged, frightened, lay, choose, feel, together, age, far, happily, through, clever, happily, past, hostel, suddenly, kilometres
- 2. Two Unforgettable Days**
unforgettable, snacks, raced, dashed, pickle, midnight, aching, wanting, rubbish, tablets, surprise, fridge, heated
- 3. The Clothes Line**
row, fairy-tale, witches, rounded, hollow, shiver, merry, pegs, hid, ditch, drowned
- 4. The Lion and the Hare**
furry, roam, cousin, whispered, tremble, pretending
- 5. The Punakha Domchoe**
leader, protect, soldiers, camp, architect, straw, rode, blessing, ride
- 6. How They Sleep**
funny, perch, stall, curl, tuck, heap, snugly, lie, dreamland
- 7. The Caterpillar and the Butterfly**
juicy, dazzling, powdered, sip, nectar, raised, crawl, creep, latest, sailing
- 8. The Tree**
track, boughs, tended, sheltered, rare, waved, watered, shoot
- 9. A Moon Bear's Dance**
silky, rocking, sprang, screeched, ignore, leaping, overflowing, munched
- 10. Some Birds of Bhutan**
mammals, cliff, feeds, beaks, grab, egret, leech, hoopoe, hornbill, swift, black-necked crane, myna, sparrow, raven, cuckoo
- 11. Heavenly Birds**
heavenly, meadow, marshland, boast, local, belief, represent, impressive, famous, excited, pleasing, announced, gentle, elderly, basking, rodents, pity, realized, harmony, gratitude
- 12. How do Plants Provide Food?**
tuber, creeper, ripe, nutrients, swollen, edible, fungi, rotting, dispersal, sticky, sea, beach, harvest
- 13. Gangchung - The Baby Snow Leopard**
shoot, shake, reflected, footprints, bored, tumbling, fluffy, heap, cuddled, purr, tucked
- 14. Stella and her Story books**
stubborn, stiffly, steer, stack, stared, stooped, stoically, stunning, stallion, stretched, steed, steak, stately, sturdy, strained, stunned, strewn, stirred, stock, historical, amount

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* (2nd 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
<p>Appropriateness of story/text/theme for the age group</p>	<ul style="list-style-type: none"> • Themes and realities familiar to 4 to 6 years old children; <ul style="list-style-type: none"> * doing things by oneself * going places (the market, the health centre, etc.) * mastering impulses and emotions (getting angry, etc.) * navigating relationships with parents, siblings, and friends * acquiring basic values • Predictable stories, with repeated events centered around a child's world (home and neighbourhood) or problem that a 4 to 6 year would conceivably encounter or need to be resolved • The story offers children a variety of things to think about, to question, and to consider; it encourages discussion, • Humor that is easy to grasp (silly characters, situations, games) • Memorable characters • Nonsensical situations and characters • GENRES relevant <ul style="list-style-type: none"> * Short poems, nursery rhymes and songs; ABC books, counting books, wordless picture books; informational picture books 	<ul style="list-style-type: none"> • Themes and realities familiar to 7-9 years old children; <ul style="list-style-type: none"> * Building Relationships at school and at home * Animals/pets (including talking animals) * Moral character (sharing, being kind) Playing (games) Family relationships * Conflicts and problems (problems related to family, friends and schools) • Predictable plot, with repeated events that are easy for children to understand with the aid of the illustrations and repeated readings) • Memorable characters • Age appropriate tension, conflict or problem that needs to be resolved. • Light, humorous stories, typical of childhood experiences • Concrete, easy to understand ideas • GENRES relevant <ul style="list-style-type: none"> * Traditional tales with simple descriptions (and with repeated patterns) Poems, Fantasy, Realistic fiction, Informational/factual texts, Simple biographies on well-known subjects 	<p>Genres relevant: The book assessed should be of one of the relevant genres.</p>

Appropriateness of length for age group	No more than 32 pages and 500 words	No more than 40 pages and 1000 words	
Presentation	4-6 Years age group	7-9 Years age group	
Quality, attractiveness and appropriateness of cover for age group	<ul style="list-style-type: none"> • Cloth books or books that use heavier and thicker stock paper (e.g.s paper used in visiting card/ certificates etc) and hard covers (150 gsm for inside pages and 300 gsm for cover page) • Cover visually appealing to children • Title, author and illustrator on cover page and title page • Interesting title • Large print (title) • Title is related to the story. 	<ul style="list-style-type: none"> • Books that use heavier and thicker stock paper (e.g.s paper used in visiting card/ certificates etc) and hard covers (150 gsm for inside pages and 300 gsm for cover page) • Cover visually appealing to children • Title, author and illustrator on cover page and title page • Large print • Interesting title 	
Appropriateness of page design & layout for age group (including placement and amount of text on page)	<ul style="list-style-type: none"> • Consistent placement of illustrations and text on page • Illustrations separated from print • Some special features in the illustrations and print that engage interest and make texts interactive (pop-up books, lift the flap books, see through holes, sound effects) 	<ul style="list-style-type: none"> • Some variety in placement of illustrations and text on page • Illustrations not always separated from print 	
Quality, relevance and appropriateness of illustrations for age group	<ul style="list-style-type: none"> • Large, colorful (bold colors) and visually appealing; More detailed • Take up the majority of the space on page • Illustrations complement understanding of text 	<ul style="list-style-type: none"> • Large, clear, colorful, visually appealing illustrations in a variety of media • More detailed and complex illustrations • Illustrations complement understanding of text, and in particular the mood of the story • Labelled pictures drawings or photographs 	

Appropriateness of font & font size, for the age group	<ul style="list-style-type: none"> • Large primary font (Fonts that are appealing for age group and large enough to see) • Exaggerated (bigger) spacing between lines and words 	<ul style="list-style-type: none"> • Large primary font (Fonts that are appealing for age group and large enough to see) • Exaggerated (bigger) spacing between lines and words 	
Appropriate and accurate use of color	<ul style="list-style-type: none"> • Bright and colourful • Full colour illustrations • Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue) • Clarity of colours - no blurring (unless intentional, for storyline) 	<ul style="list-style-type: none"> • Bright and colourful • Full colour illustrations • Accurate colours (unless colours are inaccurate intentionally, for example a blue elephant because the story is about an elephant who is blue) • Clarity of colours - no blurring (unless intentional, for storyline) 	
Language & Editorial	4 - 6 Years age group	7 - 9 Years age group	
Quality of writing	<ul style="list-style-type: none"> • Patterned and predictable language (word or phrase that repeats several times in the story), however text has a good rhythm and flow; it is fun to read aloud and sounds good when read aloud • Language and word play: rhymes, alliterations, etc. • Interesting and engaging words 	<ul style="list-style-type: none"> • Sometimes (but not always) patterned and predictable language (word or phrase that repeats several times in the story), however text has a good rhythm and flow; it is fun to read aloud and sounds good when read aloud • Language and word play: rhymes, alliterations, etc. • Interesting and engaging words • Some figurative language that is easy to understand 	

Appropriateness of language patterns, vocabulary and sentence structure for age group	<ul style="list-style-type: none"> • Sentences that are more complex than children would use in everyday oral conversation but easy to follow (not tricky sentence structures that children would find hard to repeat) • Many words that are in children's speaking vocabulary • Some words that will be memorable to children • Some figurative language that is easy to understand • Simple dialogue that is easily attributed to characters (fiction only) 	<ul style="list-style-type: none"> • Figurative language that is easy to understand • Word Play (rhymes, alliterations, mixing words) • Blend of vocabulary that children know (and likely use when speaking) and new, interesting words that will be memorable to children • Blend of long and short sentences; • Sentences that are more complex than children would use in oral conversation, but easy to follow. No tricky structures • Simple dialogue that is easily attributed to characters (fiction only) 	
Respect of conventions (absence of typos and other errors)	<ul style="list-style-type: none"> • Sentences start with capitals and end with periods or other appropriate punctuation. • Proper nouns start with capitals • No typos or grammatical errors 	<ul style="list-style-type: none"> • Sentences start with capitals and end with periods or other appropriate punctuation. • Proper nouns start with capitals • No typos or grammatical errors 	

Promotion of positive values	4 - 6 Years age group	7 - 9 Years age group	
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<p>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</p>	<ul style="list-style-type: none"> • The plot/theme/topic promotes understanding of a diverse society <ul style="list-style-type: none"> * that all people, regardless of their backgrounds, have feelings (love, sadness, fear, the desire for fairness and justice) and aspirations. • The illustrations are bias free (no blatant or implicit racist, sexist or stereotypical representations/stereotypes) and culturally sensitive (i.e. people from different cultures are depicted as genuine individuals with distinctive features; characters have features that align with their culture and context) • The plot/theme/topic stresses the importance of challenging prejudice, stereotyping, unfairness, inequity and all forms of discrimination (for example, young girls or females are portrayed as brave, independent, leaders and risk takers or boys are portrayed as having emotions or wanting to engage in non traditional activities) • The plot/theme exposes children to multiple perspectives and values 	<ul style="list-style-type: none"> • The plot/theme/topic promotes understanding of a diverse society - that all people, regardless of their backgrounds, have feelings (love, sadness, fear, the desire for fairness and justice) and aspirations. • The illustrations are bias-free (no blatant or implicit racist, sexist or stereotypical representations/stereotypes) and culturally sensitive (i.e. people from different cultures are depicted as genuine\ individuals with distinctive features; characters have features that align with their culture and context) • The plot/theme/topic stresses the importance of challenging prejudice, stereotyping, unfairness, inequity and all forms of discrimination (for example, young girls or females are portrayed as brave, independent, leaders and risk takers or boys are portrayed as having emotions or wanting to engage in non traditional activities) • The plot/theme exposes children to multiple perspectives and values 	
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Appropriateness of the way in which the social and or cultural message is addressed	<ul style="list-style-type: none"> • Values or social and or cultural messages are explored instead of preached 	<ul style="list-style-type: none"> • The conflicts or problems are solved (or resolved) in a socially, culturally and age-appropriate way, and without moralizing or preaching 	
Guiding Notes for users	<ul style="list-style-type: none"> • Clear indication on how to use picture books for specific age group 	<ul style="list-style-type: none"> • Clear indication on how to use picture books for specific age group 	
Factual/ Accuracy (Non Fiction only)	<ul style="list-style-type: none"> • Facts are accurate and age appropriate 	<ul style="list-style-type: none"> • Facts are accurate and age appropriate 	