

Integrated Curriculum Implementation Guideline

English

Grade -1



Government of Nepal
Ministry of Education, Science and Technology
Curriculum Development Centre
Sanothimi, Bhaktapur

Integrated Curriculum Implementation Guideline, 2077

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Preface

The effective implementation of curriculum is the fundamental aspect of successful teaching learning process and it is accomplished through the constructive involvement of curriculum developers, teachers, students, parents and other relevant stakeholders. In its true sense, curriculum implementation includes the provision of organized assistance to teachers in order to ensure that the newly developed curriculum is implemented as per the intent. On this backstop, the Curriculum Implementation Guideline (Grade 1) is developed with a view to technically support the teacher for the effective curriculum implementation.

This Curriculum Implementation Guideline was initially developed by Prof. Dr. Laxman Gnawali, Mr. Ramesh Prasad Ghimire, Mr. Ramesh Dhakal and Mr. Uddhav Bhattarai. Based on the feedback from piloting, it was revised and edited by a team of experts comprising Mr. Nim Prakash Singh Rathour, Mr. Shankar Adhikari, Mr. Nabin Kumar Khadka and Mr. Ramesh Dhakal. Various people have contributed to bring this guideline in this form, notably; Dr. Lekha Nath Poudel, Mr. Tukaraj Adhikari, Prof. Dr. Bal Mukunda Bhandari, Dr. Gangaram Gautam, Dr. Gopal Prasad Pandey, Mr. Purna Bahadur Lamichhane, Mr. Gangadhar Hada, Mr. Mahendra Kumar Shrestha and Ms. Rani Jha. The layout design was done by Mr. Santosh Kumar Dahal. The Centre would like to extend its sincere thanks to all the people who have contributed for the development of this guideline.

The teacher is the key to deliver the curriculum through classroom instruction. It provides in detail the learning outcomes for each theme and elaborates pedagogical principles and recommendations conducive to learning English as a second or foreign language on that particular thematic area. It also aims to provide guidance, teaching ideas, suggestions and exemplars to promote effective learning, teaching and assessment practices, and to help teachers plan, develop and execute their lessons based on the curriculum.

An attempt has been made to make this guideline accessible and learner friendly. The Centre always welcomes ideas and suggestions on the development and improvements in its materials.

Curriculum Development Centre
Sanothimi, Bhaktapur

Contant

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1. Introduction

This curriculum implementation guideline for grade one (2075) has been prepared with the aim of supporting the teachers to implement the curriculum and student learning materials effectively in the classroom. The new English curriculum for grade one is based on a communicative approach to language teaching. This curriculum primarily emphasizes on four language skills and also gives priority to the language functions. The thrust of the new curriculum is the development of communicative competence in students by providing them with an opportunity to learn English in an integrated way.

The contents of the English subject are organized under eleven different themes. Some themes are multidisciplinary and some are English subject-specific. Multidisciplinary themes are concerned with integrated learning as learning itself is not possible in isolation. A multidisciplinary theme interlinks similar subject matter of different subject areas together for effective learning, whereas subject-specific themes focus on developing basic skills of English. For teaching multidisciplinary themes, team planning and teaching is very important.

This guideline facilitates the teachers to design an integrated learning plan and to choose appropriate learning activities. It serves as a basis for the selection of learning facilitation process and activities that can be implemented in the classroom so as to increase the learners' participation. It also suggests some useful instructional materials.

This guideline also contains the introduction to the themes and the targeted learning outcomes under each theme. Adequate reference has also been made to the central idea, line of inquiry, concept, and soft skills addressed under each theme. This guideline, thus, will be a basis for the teachers to develop their daily lesson plans.

2. New concepts used in the curriculum

Some new concepts have been introduced in this curriculum like soft skills, competencies and integration. The basic level English curriculum for grade 1-3 is competency-based and soft skills-integrated.

Soft skills

Soft skills are personal attributes and skills which are essential for personal development, social participation and workplace success. The four macro soft skills included in this curriculum are: personal skills, innovation and business skills, cooperation skills and thinking skills. There are several micro skills under these macro skills. These skills can be developed in the learners by involving them in meaningful activities like pair work, group work and project work. Project works are very useful for the development of soft skills. Therefore, their use must be maximized as far as possible.

Competency

Competency is a combination of observable and measurable knowledge, skills, attitude, values and ability or readiness to do something. Competency focuses on the learners' ability to do or perform something in real situation. Knowledge is the cognizance of facts, truths and principles gained from formal training and/or experience. Skill is a developed proficiency in mental operations or physical processes is often acquired through specialized training. Attitude is a set of emotions, beliefs, and behaviours towards a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour. Value refers to the relative importance that an individual places on an item, idea, person, etc. as a part of their life. These feelings are unique to the individuals. Readiness is a quality of being able or willing to do

something. Competency-based curriculum focuses on activity-based learning and learning by doing. Therefore, the students should be made more active in the learning process.

3. Principles of learning facilitation

English classroom should have a happy atmosphere where the children hear and speak the language in a natural way through a variety of activities. All four skills will develop together but new concepts will be learnt orally and aurally before reading and writing. As well as teacher-pupil conversation, there will be many opportunities for pupils to talk to each other in pairs or groups or in front of the whole class. Praise for effort and achievement so that it will help each child to make progress. From the beginning, creativity and pupil's independent use of the language should be encouraged.

The teachers are not simply the consumers of theory developed by the methodologists but are the creators of their own theories. In the process of applying theories developed by methodologists, the teachers develop their own theories in the classroom teaching context. This curriculum implementation guideline is based on the following principles drawn from the second language acquisition theories and teachers should have them in mind while teaching:

- Learners should get ample exposure to the target language.
- Learners should use the target language as much as possible.
- Learning environment should be anxiety free.
- Learners must be encouraged to take risk while learning the language.
- Errors should be taken as natural outcomes in the learning process.
- Learners should develop a positive attitude towards the target language.
- Student talking time (STT) must be maximized in the classroom.
- Learners should take responsibility of their own learning.
- Different learners learn in different ways.
- Learners should be sensitive to their own learning styles.

4. Basic considerations for planning and conducting classroom activities

Basic considerations for planning and conducting classroom activities are given below.

Study of curriculum, learners' workbook/textbook and curriculum implementation guideline: Simultaneous use of curriculum, the workbook/textbook and the curriculum implementation guideline is important for effective planning and efficient teaching. Therefore, all these resources should be consulted while planning lessons. Teachers should go over the unit to be taught very carefully. The interconnection among the national goals, subject-wise competencies and overall curriculum structure should be identified by studying each of them in detail.

Involving many senses of the learners: The learners should be provided with an opportunity to use more than one sense in learning. They should be given an opportunity to touch, feel and play. The activities should ensure an active participation of learners and enhance their creativity. There should be the use of visuals such as; pictures, drawing, images, and videos in each lesson. The learners need to be involved in simple craft activities.

Integration of soft skills: Learning activities should enhance various soft skills such as intrapersonal skills like self- management, self-discipline, responsibility, courage, etc. and

interpersonal skills such as communication, co-operation and sympathy. The activities must be helpful in acquiring different multiliteracy skills and the skills required for a good citizen.

Communicative tasks: An attempt has been made to make the activities more learner friendly, more communicative, more inductive and more participatory. It is well accepted that learning of a foreign/second language is not possible by memorizing grammar structures. Rather, the learners should be provided with ample opportunity to use language for meaningful communication in real-life context. Therefore, involving them in communicative tasks is quite important. Communicative activities like; information gap-activities, role play, simulation, dramatization, strip story, language games, picture describing, group work and pair work should be used as far as possible.

Providing a correct language model: The language used by the teacher works as a model for students. Therefore, teacher should use correct language in the classroom. Teachers should keep themselves in the position of a learner, and try to discover new features of the target language.

Ensuring self-pacing: All the students do not have the same learning ability. Therefore, students should be given chance to learn in their own pace. Likewise, more competent students can be requested to help their friends.

Addressing diversity promoting inclusiveness: Diverse learner composition is a common feature of almost all classrooms in Nepal. While making the instructional plans, socio-linguistic background, disabilities and multiple intelligences of the students should be considered, and inclusiveness should be ensured thereby. The following strategies can be helpful for addressing diversity in English language classroom:

- Bringing variety in the content, tasks and activities
- Maintaining correct pacing of learning in the activities
- Putting the learner's interest at the centre of lesson planning
- Using collaborative activities like pair work and group work
- Allowing learners' choice in what tasks or materials they use and how
- Allowing different individual responses, based on learners' own experience, opinions or imagination
- Using compulsory plus optional strategy in assigning tasks and activities

Assessment as and for learning: Evaluation should be considered as an integral part of teaching- learning activities. It should be a medium for the improvement of learning. It should not be used merely for assessing what has been learnt and what not.

Provision for remedial teaching: The basis for the evaluation of a student should be the outcomes that one should achieve after the delivery of a lesson or unit. Learners who seem to be performing low should be given an opportunity to improve in their own pace with the help of the remedial learning activities.

Priority to grade teaching: The provision of grade teaching should be implemented by the schools as far as possible. If it is not possible, the plans for learning should be made by a team of teachers who teach in the particular grade.

Linking learning with the prior knowledge of students: The learning facilitation process should begin with some pictures, examples, learner's experiences or events. The prior knowledge of the learners should be used in the learning process.

Opportunity for expression: Students should be provided with ample opportunities to think, discuss, express and compare the content with their experiences.

Enhancing cooperative learning: Students should be provided with opportunities to learn from each other, share their own experiences to each other and help each other in learning.

Ensuring minimum learning: Before moving to the next stage of learning, the learning of basic skills by the students should be ensured. Learners must have the competencies of fundamental concepts and skills before beginning the next subject matter or the skill.

Considering the interest of the child: The interest of the learners should be considered while selecting and conducting learning activities. The activities which arouse learners the interest should be used.

Assessing and reviewing students' progress: After teaching certain lessons or a unit, the progress made by the students should be assessed. Assessment process should be made informal as far as possible and learning activities need to be reviewed after the assessment.

Bringing variety in activities: Variety should be brought in the learning process and activities. The activities in which the students can learn through experience should be chosen. All the students do not learn in the same way. Some learn better by listening, some by watching, and some by moving and so on. Therefore, there should be variety in classroom activities.

Using outdoor activities: Since children love the things of nature like birds, animals, trees and flowers, they should be taken out of the classroom for learning. Their learning should be linked with the real life environment around them.

Providing opportunities for making presentations: The students should be provided with the opportunity to present their tasks, materials, their learning experiences and arts in the class.

Incorporating all the learning domains: The learning activities should not be limited to cognitive domain only. They should also include affective and psychomotor domains of learning.

Using dictionary: Dictionary is a very important resource for learning language, especially the vocabulary learning. Various aspects of the words can be taught by using the dictionary. Therefore, the teachers should consult the target language dictionary.

Using fun activities: Learning English at lower grades should be indirect. For this, the learners should be involved in various fun activities such as chants, rhymes, action songs, dramatization, role play and language games.

Using *I do, we do and you do* sequence

Providing a model/Presentation (I do): Since, the learners at this level, are at the beginning phase of language learning, they cannot use language on their own, and every feature of second language becomes new for them. Therefore, the teacher should provide a model of language for introducing any language skill or item. For example, teachers should provide a model pronunciation of words before the students pronounce them. The teacher can give some examples, demonstrate something, provide models, provide some guidelines to the students and set background for the next stage. For example, if the topic is picture describing, the teacher can show the picture and provide a sample description with key vocabulary.

Meaningful practice (We do): The role of practice is crucial in learning a foreign language. Knowing about a language and using a language are different things. Learners may know about a language but they may not be able to use it for communication in the absence of practice. Therefore, the students should be provided with an opportunity to practise language both inside

and outside the classroom. While practising language, the teacher should assist the students in doing tasks. The teacher invites the learners in the task and involves herself/himself in the process. Since the students cannot do independently here, the teacher support is necessary. The students may work in pairs, in groups or individually. For example, students describe the picture working in pairs with the help of the teacher.

Production (You do): After the students get ample opportunity to practise language with the support of the teacher, they should be involved in free communicative activities. At this stage, students do the task freely without teacher's support. This stage is also called the free practice. Here the focus is on fluency, not on accuracy, i.e. correctness of language. The activities of this stage are more communicative and very close to real life. For example, students describe the given picture freely without teacher's support.

Example of I do, we do and you do: Drilling of words

Presentation (I do)

- Ask the children to look at the objects (book, ball, bat) and listen to the pronunciation of words.
- Show objects one by one and pronounce their name slowly.
- Repeat it at least three times.

Practice (We do)

- Ask the children to repeat after you as you pronounce the words. Repeat it at least three times.
- If the children cannot pronounce the words properly, help them to pronounce.
- Now practise pronouncing with the children at the same time. Repeat it at least three times.

Production (You do)

- Now ask the children to pronounce the words themselves freely.
- Do not correct the students even if they cannot pronounce well.

The activities included in this guideline are only the sample activities that might help the teachers in their learning facilitation process. The activities given in this guideline are not sufficient. There can be several ways of facilitating the learners, and the activities suggested here are only some samples. Teachers need to design and use appropriate activities that are more suitable to their learners.

5. Selection of the learning facilitation methods and procedures

Teachers should pay attention to the following aspects while selecting teaching methods, techniques and technology:

Competencies and learning outcomes: Teaching methods and techniques that help in achieving competencies and learning outcomes of the curriculum should be selected.

Nature of the content: Teaching methods should be selected based on the nature of contents to be taught.

Child-psychology: Teaching procedures should be chosen considering the interest, ability, entering behaviour and attitudes of students. The chosen procedure should encourage the students towards integrated learning.

Availability of materials and resources: The learning facilitation procedure should fit the availability of economic, physical and human resources, and it should exploit available local resources to the maximum.

School environment and the context of learning facilitation: The choice of a learning facilitation strategy should be in line with the school environment and the context of learning facilitation.

Availability of time and number of students: Availability of time and number of students should be considered while choosing learning facilitation procedure.

Teacher's qualification, ability and interest: As the teacher's qualification, ability, background knowledge, confidence, training, dedication to teaching, etc. also have a direct impact on learning; such factors should be duly considered while selecting a learning facilitation procedure.

Therefore, the central focus of a teacher's work is to understand how their students learn; what factors support or hinder their learning; and, particularly, how they can facilitate their students' language learning. The learning facilitation procedure should be chosen considering the nature of teaching content, students' entering behaviour, background, interest, ability as well as the availability of the materials and resources.

6. Addressing the students with disabilities

The students with disabilities should also be involved in the active learning process by using appropriate techniques and strategies. The following tips can be helpful to address the needs of the students with disabilities in English language teaching classroom.

For the visually impaired students, pictures, tables, charts, maps and diagrams should be well explained by the teacher or their friends.

For the deaf students, listening comprehension tasks can be used as reading comprehension tasks.

The audio description should be clear for the blind students and the visual clues should be understandable to the deaf students.

Teaching phonological awareness is problematic to the deaf students. Lip reading can be an alternate way to it.

Groups and pairs formed for tasks and activities should be inclusive with the disable students too.es. Groups and pairs should be formed according to the nature of the task and the context.

While forming pairs, the students with single or cross sensory impairment (either blind and blind or blind and deaf) should not be included in the same pair.

The students with disabilities should be engaged in the competitive tasks as well in one way or another. For example, the blind student can work as time keeper or the master of ceremonies (MC).

Blind students should be encouraged to use the Talking Dictionary by downloading it from the internet.

The blind students should be provided with an opportunity to feel the paraorthographic texts (table, charts, etc.) in tactile (touching) material that is made of wood or hard paper.

The crossword puzzle is sometimes problematic for the students with learning disabilities as well as visually impaired students. Therefore, while solving puzzles, they should be asked to work in pair with the students having no disabilities.

The teacher's speed of delivery should be made slow, and simple sentence structures should be used while talking about the topics which are difficult.

7. Structure of the guideline

The basic curriculum of grade 1-3 is organized in four learning areas: Nepali, English, Mathematics and Our Surrounding. Similarly, these subject areas are organized within some multidisciplinary and some subject-specific themes. The contents of English Language learning area are organized in six multidisciplinary themes and five subject-specific themes. Learning facilitation process should be interlinked with other learning areas; and it should ensure the achievement of the targeted learning outcomes under each theme. Integration in activity makes learning interconnected, relevant and effective.

This curriculum implementation guideline for grade 1 is organized into three parts, viz. foundation phase, decodable phase and post-decodable phase. A brief description of each of these phases is given below.

Foundation phase

Many students lack the basic foundational skills to be successful in school when they first enter grade one. They need exposure to the pre-reading activities such as concept of prints, develop oral vocabularies, listening comprehension and pre-writing activities such as colouring, tracing and writing of strokes. Therefore, before beginning to teach reading and writing, teachers use the first 14 lessons to involve the students in different pre-listening, pre-reading and pre-writing activities. Students also learn classroom procedures and protocol during this phase.

In this foundation phase students may not be able to understand and use English. Therefore, the teacher can use their mother tongue along with English while conducting classroom activities in this phase. The instructions should also be given in students' mother tongue. Students cannot read the words and expressions here. They can just imitate the words. But they can understand their meanings.

Decodable Phase

After foundation phase, the course will start with phonics for 58 lessons as decodable phase. This phase includes teaching of phonological awareness activities, introduction to the alphabets/letters, words and decodable vocabulary activities, listening and reading comprehension and writing activities based on the phonic scheme as copying and dictation. This phase is further divided into early-decodable and decodable phase.

Early decodable phase: During the early decodable phase, students build a strong foundation in phonics. It is designed to help students build their knowledge of letters and sounds, so that they can start decoding texts when they move to the latter stage of this phase. Students in this phase read letters, syllables and words and they do not read decodable texts at this point as they are still not exposed to sufficient number of words. They read the words as pictures. They still cannot decode the letters in words. The major activities in this phase include:

- Listening and saying words in the picture
- Learning new words and their meaning (orally)
- Identifying letters using pictures
- Producing and practising sounds

- Reading letters
- Writing letters

Decodable phase: During decodable phase, the goal is to enable students to read decodable text as soon as possible. Students in this phase have significant practice in reading the decodable texts along with the new letters and words as significant number of letters, syllables and words are already introduced in early phase of decoding. The decodable texts will increase in complexity as students continue to develop their knowledge of letters and sounds. Students also learn vocabulary and practise comprehension through the decodable texts they read each day. The major activities in this phase include:

- Listening and saying words in the picture
- Learning new words and their meaning (orally)
- Identifying letters using pictures
- Producing and practising sounds
- Blending and segmenting sounds
- Reading letters
- Practising rhyming words/rhymes
- Blending letters/sounds to read words
- Reading decodable words
- Writing letters, words and phrases

Post decodable phase

After introducing all the language symbols (alphabets), the course starts with post decodable phase for 36 lessons. This phase focuses on developing fluency, vocabulary, and comprehension. The aim of this phase is to enable students read the level appropriate connected texts accurately, with speed and expression. Students, in this phase, learn vocabulary and practise comprehension through the connected texts they read each day. The texts in this phase are also increasing with greater complexity and preparing students for grade 2. Creative writing is the skill focused as the writing scheme of this phase. The major activities of this phase are:

- Listening and speaking
- Reading and learning new words and concepts
- Reading for fluency (Reading texts speed)
- Reading for comprehension (reading and doing comprehension tasks) orally as well as in writing
- Writing (words and sentences)

Model for Unit Plan Guidelines

Major activities at this phase are given below:

Foundation Phase

| Pre-listening and speaking activities (including phonological awareness) | Pre-reading activities (including graphophonemic awareness) | Pre-writing activities |
|--|--|---|
| Pre-listening activities like listening walks, a listening moment and animal sounds Listening and saying words in the pictures Listen and practise language functions Learning new words and their meaning (orally) Listening to the teacher and practising various language functions | Singing with the teacher Listening to the teacher and practising various language functions Identifying similar pictures, shapes and objects | Colouring pictures Colouring the way Tracing pictures Tracing and colouring shapes (square, triangle, cone, etc.) Tracing lines Tracing and writing strokes/dots Free movement of hand on paper |

The first theme "Me and My Family" is addressed at this phase.

Theme 1: Me and My Family

Subject: English

Working hour: 16

Grade: One

Subject area: Foundation Phase 14 and Post-Decodable Phase 2

Overview of the theme

A child learns a lot from his family. He/she comes to school with the knowledge about family members, friends, and things at home. This knowledge will be the foundation for a child's further learning at school. The child will learn to identify family relations, greet people, introduce oneself and other, trace lines and pictures, draw pictures, read decodable words, follow model reading and recite rhymes throughout the theme. The soft skills like taking care of self, critical thinking, communication skills, sense of belonging, active listening, team work and respect for diversity will also be enhanced.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|------------------|---|
| Central idea: | Preparation for listening, speaking, reading and writing |
| Line of inquiry: | <ul style="list-style-type: none">• Identifying• Colouring, drawing, matching, pointing• Instructing and following• Practising vocabulary, listening, speaking, reading and writing skills |
| Concept: | <ul style="list-style-type: none">• Family relations• Body parts• Self-image and care |
| Soft skills | <ul style="list-style-type: none">• Communication• Critical thinking• Sense of belonging• Team work• Active listening• Taking care of self• Respect for diversity |

The following language functions are included in this theme:

| S.N. | Language functions | Structures/forms |
|------|---------------------------|---|
| 1 | Greeting and leave taking | Good morning /afternoon (name/children) Hello, How are you? I'm fine. Thank you. Bye/See you.. |

| | | |
|---|-------------------------------|--|
| 2 | Introducing | I'm Ram. She's Sita. Hello, I'm Raj. My name is Nima. |
| 3 | Talking about home and family | I've got two brothers. What's your sister's name? Her name is Sarita. Mahesh is Ram's brother. My father's a farmer. |

Learning outcomes

Listening

1. Imitate, identify and discriminate sounds.
2. Blend individual sounds in simple one-syllable words. (e.g. /s/ /i/ /t/ →sit)
3. Respond to the audio or the teacher non-verbally and verbally.
4. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Imitate and produce sounds and words.
2. Pronounce grade appropriate words correctly.
3. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases.
4. Ask and answer short, simple questions.
5. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Put sounds together to read words and sentences.
2. Recognize and read familiar words accompanied by visuals.
3. Perform rhymes and chants with appropriate rhyme and rhythm.
4. Understand the meaning of grade appropriate words.
5. Read words, simple sentences and short paragraphs correctly.

Writing

1. Hold pencil correctly to gain control to draw lines, curves, circles, etc.
2. Develop hand-eye coordination through drawing lines and patterns.
3. Trace the letters and write them.
4. Demonstrate good handwriting skills.

Teaching Learning Activities

Overview of the activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|--|--|--|---|--|----------------------------|---------------------------|--|--|
| | Phonological awareness | Listening (comprehension) | Speaking/Language functions | Graphophonic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 1 | Pre - listening activity | Pre - listening activity | Greeting Practise of greeting | Pointing to the similar pictures (Children may name pictures in their mother tongue) | Listening to the pronunciation of words Imitating words | Model reading of the rhyme | Not any | Colouring pictures colouring the way (control of pencil) | good morning, father, mother, puppy |
| 2 | Listening to the words used in the rhyme | Following a model rhyme Reciting rhyme with actions | Greeting Practise of greeting | Pointing to the same pictures | Listening to the pronunciation of words Imitating words | Model reading of the rhyme | Not any | Colouring picture colouring the way (Control of pencil) | good morning teacher, friends |
| 3 | listening to the exponents for greeting | Drilling of exponents for greeting | Greeting Practise of greeting exchanges | Pointing to the same pictures and shapes | Listening to the pronunciation of words Imitating words | Imitating exponents | Not any | Colouring pictures colouring the way | good morning good afternoon |

| | | | | | | | | | |
|---|--|--|--|-------------------------------|--|--|---------|--|---|
| | | | | | | | | | good evening hello/ hi |
| 4 | Listening to a rhyme related to leave taking | Reciting a rhyme related to leave taking | Leave taking Pair practise of leave taking exchanges | pointing to the same picture | Listening to the pronunciation of words Imitating words | Reciting rhyme | Not any | Colouring pictures colouring the way | bye, good bye, clap, stamp, feet, hands |
| 5 | Listening to the exponents for leave taking | Drilling of exponents for leave taking | Practise of leave taking exchanges | pointing to the same picture | Listening to the pronunciation of words Imitating words | Drilling of exponents for leave taking | Not any | Colouring pictures colouring the way | bye, good bye, bye-bye good night |
| 6 | Listening to a teacher introducing him/herself | Listening to a teacher name himself/herself and naming oneself | Introducing and naming Practise of introduction exchanges | colouring the same picture | Listening to the pronunciation of words Imitating words | Naming oneself | Not any | Tracing rectangle Tracing the way and colouring rectangle | your, name, my, is |
| 7 | Listening to friends' name himself/herself and | Listening to friends' name himself/herself and | Introducing and naming Practise of introduction | Identifying the same pictures | Listening to the pronunciation of words Imitating | Naming oneself | Not any | Tracing the triangle Tracing the way and colouring | I, am, dog |

| | | | | | | | | | |
|----|---|---|---|-----------------------------|--|--|---------|---------------------------------------|---|
| | naming oneself | naming oneself | exchanges | | words | | | triangle | |
| 8 | Listening to the rhyme related to family | Listening to the rhyme related to family | Talking about family Introducing and naming family members using family photograph | Colouring the same picture | Listening to the pronunciation of words Imitating words | Repeating family related expressions after teacher | Not any | Tracing the circle Tracing the way | father, mother, brother, sister, family |
| 9 | Listening to words related to family | Listening to words related to family | Talking about family Introducing and naming family members using family photograph | Colouring the same picture | Listening to the pronunciation of words Imitating words | Repeating family related expressions after teacher | Not any | Tracing semicircle Tracing the way | father, mother, brother, sister |
| 10 | Listening to the words in a rhyme related to family | Listening and following a rhyme related to family | Talking about home and family Conversation practice (Asking and answering questions related to | Colouring the same pictures | Listening to the pronunciation of words Imitating words | Repeating family related expressions after teacher | Not any | Tracing a cone Tracing the way | father, mother, brother, sister, |

| | | | | | | | | | |
|----|--|---|--|--------------------------|--|--|---------|---|---|
| | | | family) | | | | | | |
| 11 | Listening to a rhyme related to family relations | Listening and following a rhyme related to family relations | Conversation practice (Asking and answering questions related to family) | Ticking the same picture | Listening to the pronunciation of words Imitating words | Repeating family related expressions after teacher | Not any | Tracing and drawing lines (strokes) | grandfather, grandmother uncle, aunt |
| 12 | Listening to a rhyme (animal sounds) | Listening to a rhyme (animal sounds) | Producing animal sounds | Ticking the same picture | Listening to the pronunciation of words Imitating words | Repeating words after teacher | Not any | Tracing and drawing slant lines (strokes) | animals at home cow, goat, dog, cat |
| 13 | Listening to a picture story (animal sound) | Listening to a picture story (animal sounds) | Producing animal sounds | Ticking the same picture | Listening to the pronunciation of words Imitating words | Repeating words after teacher | Not any | tracing and drawing lines (semicircle) | moo maa bow-wow meow |
| 14 | Listening to a picture story (animals in action) | Listening to a story | Imitating animals' actions | Ticking the same lines | Listening to the pronunciation of words | Repeating words after teacher | Not any | Tracing and drawing lines (strokes) | cow, dog, cock, cat, goat |

| | | | | | | | | | |
|----|---------------------------------------|---------------------------------------|---------------------------------|---------------|--|-------------------|---|--|--------------------------------|
| 73 | Discussion on parts of body | Discussion on parts of body | Talking about the parts of body | Parts of body | Meaning and pronunciation of key words | Reading of a text | Reading the text and answer the questions | Looking at the picture and write three sentences | head, face, hand, stomach, leg |
| 74 | Discussion on functions of body parts | Discussion on functions of body parts | Talking about parts of body | Parts of body | Meaning and pronunciation of key words | Reading of a text | Read the text and answer the questions | Looking at the picture and writing three sentences | eye, nose, ear, tongue, skin |

Elaboration of the major activities of the foundation phase

The major activities of the foundation phase are given below with their procedure:

Pre-listening and speaking activities

Pre-listening and speaking activities

Activity 1: Listen and practise

1. Discuss picture with the class.
2. Read the expressions aloud and ask the students to listen to you.

Good morning, teacher.
Good morning, friends.
Good morning to you all.

3. Read the expressions again, and ask the students to follow you.
4. Make the students act out the expressions in classroom context.

Activity 2: Listen and say

1. Ask the students to look at the given picture (if any).
2. Read the expressions aloud while the students follow you. For example:

Hi Hello Good morning Good afternoon Good night

3. Repeat the process several times.
4. Get the students to use the expressions with their peers.

Activity 3: Look and say (Conversation)

1. Act out the conversation aloud with the help of a student while the class has to listen to it.
2. Divide the class into pairs and ask each pair to act out the conversation in their pair.
3. Invite some pairs to come to the front of the class and act out the conversation.

Activity 4: Role play 1 (Listen and act)

1. Ask the students to act out the roles of different people in the family (e.g. the occupation of father, mother, brother, sister). The children act out what a particular person in their family do. For example:

Father : teacher : act out teaching

Mother : nurse : act out taking care of sick people

Brother : shopkeeper : act out selling goods

2. Help the students as required, while acting.

Activity 5: Chant/rhyme/song

1. Display the chant to the class with the help of a chart or multi-media projector.
2. Show a relevant picture to the class and ask them simple questions about the picture.
3. Ask simple questions related to the chant.
4. Teach the pronunciation of words used in the chant.
5. Sing the chant line by line, and ask the students to repeat after you.

6. Sing the chant stanza by stanza, and ask the students to repeat after you. Do it more than once.
7. Add actions such as clapping, finger snapping, foot stamping or hand shuffling.
8. Ask the whole class, group and individual student to sing it.

He is my father.
She is my mother.
He is my brother.
She is my sister.
I love them all.

(If you find it difficult to sing, search on the YouTube by typing the title)

Activity 6: Listen and act

1. Start with discussion about a relevant picture or experience.
2. Ask simple questions related to the picture. For example:
 - a. What do you see in the picture?
 - b. What is the father doing?
 - c. What is the mother doing?
 - d. What is the puppy doing?
3. Students may not be able to use English. Elicit their response in their mother tongue.
4. Give answers to the questions in simple English. Also provide its translation in Nepali.
5. Read the text aloud (with rhyme, if any) to the class, and ask them to listen to you carefully. The text may be related to some language function. For example, the following text is related to 'Greeting':

Good morning, father.
Good morning, mother.
Good morning, puppy (dog).

6. Again read the text aloud and ask the students to repeat after you. Remember that the students cannot read the text at this stage. They simply repeat after you. But tell them the meanings of words and expressions that have been used.
7. Repeat the process several times.
8. Get the students to act out the expressions in the classroom context.

Activity 7: Act out animal sounds

1. Ask the students to look at the picture and identify the animals in the picture, such as; cow, dog, cock, cat, goat, pig, etc.
2. Produce the sounds of animals using picture flash cards. For example:

Cow : moo
Dog : bow-wow
Goat : maa maa

Pig : oink oink

Duck : quack quack

3. Ask the students to repeat the sounds of animals after you.
4. Ask them to produce animal sounds as the teacher shows the picture clue.

Activity 8: A listening moment

This activity can take place indoors or outdoors.

1. Remind the children how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment.
2. Ask them what made each sound and encourage them to try to make the sound themselves.

Activity 9: Enlivening rhyme

Involve the children in songs and stories, enlivened by role-play, props and repeated sounds, for example acting out:

Ba ba black sheep

Have you any wool?

Yes sir, yes sir

Three bags full.

One for the master

And one for his dame.

And one for the little boy

Who lives in the lane.

Activity 10: New words to old songs

1. Take a song or rhyme the children know well and insert new words to suit the purpose and children's interests.
2. Use percussion instruments to accompany the new lyrics.

Activity 11: Which instrument?

This activity uses two identical sets of instruments.

1. Give the children the opportunity to play one set to introduce the sounds each of instruments makes and name them all.
2. Then one child hides behind a screen and chooses one instrument from the identical set to play.
3. The other children have to identify which instrument has been played.

Activity 12: Matching sounds

1. Invite a small group of children to sit in a circle. Provide a selection of percussion instruments.
2. One child starts the game by playing an instrument.
3. The instrument is then passed in the circle and each child must use it to make the same sound or pattern of sounds as the leader.
4. Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.

Activity 13: Hidden instrument

1. Hide the instruments around the setting, indoors or outdoors, before the children arrive.
2. Ask the children to look for the instruments.
3. As each instrument is discovered the finder plays it and the rest of the group run to join the finder.
4. Continue until all the instruments are found to make an orchestra.

Activity 14: Animal sounds

1. Provide a variety of animal puppets or toys and a range of instruments.
2. Encourage the children to play with the instruments and the animals.
3. Produce the sounds of different familiar animals linking them with the animal puppets.

Activity 15: Listening walks

1. This is a pre-listening activity that can take place indoors or outdoors.
2. Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready).
3. Invite the children to show you how good they are at listening and talk about why careful listening is important.
4. Encourage the children to listen attentively to the sounds around them.
5. Talk about the different sounds they can hear.
6. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember.
7. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

Activity 16: Picture discussion

1. Arrange students in pairs or in small groups.
2. Show them a picture.
3. Ask them to look at the picture for some time.
4. Ask them to count the images, birds, animals, people and things.
5. Ask them to observe the picture minutely for some time.
6. You may ask questions like-What do you see in the picture? Who is there? What s/he/it is doing? What is happening?
7. Allow them to discuss in pairs/groups to imagine a story.
8. Allow them to share their stories to the class.
9. If they find difficulty to create imaginary story, give clue to them.
10. Create an interesting story based on the given picture and share with them.

Activity 17: Discriminating sounds

1. Take students outside the classroom.
2. Settle them in a safe place.
3. Don't let students touch anyone while sitting.
4. Ask them to remain silent till you instruct them to open eyes.

5. Ask them to close their eyes with both hands.
6. Ask them to take long breath for five times.
7. Ask them to listen carefully what they hear around them.
8. They may hear the sound of the bird, bells, students, teacher etc.
9. Give them some time to hear different sounds.
10. Ask them to rub both hands for a few seconds and put on their eyes.
11. Ask them to open eyes.
12. Ask them to share the different sounds they have heard.

Activity 18: Imitating sounds

1. Draw or bring pictures of different birds, animals and insects with distinct sounds.
2. Show one picture at a time and discuss with the students about the sound that bird/animal/insect make.
3. Demonstrate by producing sounds.
4. Ask them to repeat.
5. Give them different roles like; the role of a bird, animal, insect etc.
6. Ask them to produce the sound of the particular bird/animal/people/insect.

Activity 19: Identifying and imitating sounds of objects

1. Arrange a few things like; bell, musical instruments, glass, plastic etc through which we can produce various distinct sounds.
2. Ask them to close the eyes with both hands.
3. Ask them to listen carefully.
4. Ask them to name the object by listening the particular sound.
5. You can start with clapping your hands.
6. Also, ask them to imitate the sounds.

Pre-reading activities

Activity 1: Point to the similar picture

1. Ask simple questions to the students about the pictures.
2. Ask them to find out a similar picture to the first one in the given set.
3. Help the students recognize the picture.
4. Ask them to compare their answers with their peer.

Activity 2: Walk on a rope

1. Take the children to the ground.
2. Make different shapes using a thin rope such as circle, triangle, shape of eight, shape of letter C, E, etc.
3. Divide the class into different groups and ask each group to walk on the rope.
4. Ask the children to make different shapes using the rope and walk on it.

Activity 3: Reading non-decodable words

1. Choose the set of words that you like to make familiar like book, car, dog...
2. Scramble them like book into kobo, oobk, koob; car into cra, rac, arc; dog into dgo, god, ogd and make different sets of letter cards for different words.
3. Arrange students in pairs.
4. Distribute the cards of kobo, book, oobk, koob.
5. Ask them: which is book?
6. Continue distributing another set of cards.

Pre-writing activities

Writing is an important language skill that requires training to develop. Writing activities in this curriculum implementation guide are divided into following phases:

1. Pre-writing activities
2. Activities for writing letters
3. Activities for writing words
4. Activities for writing sentences

At this foundation phase, students are involved in various **pre-writing activities**. Before students start writing actual letters, they need to be involved in various pre-writing activities such as:

- Colouring a picture
- Line drawing
- Colouring the way
- Colouring shapes
- Free movement of hand on paper
- Tracing and then colouring shapes (square, triangle, cone, etc.)
- Tracing lines, shapes
- Joining dots

These activities focus on preparation for writing, hand-eye coordination, critical thinking and gaining pencil control. Some pre-writing activities are given below with their procedures.

Activity 1: Colouring a picture I

1. Distribute a skeleton picture.
2. Get the students ready with a pencil and crayon.
3. Make sure the students can recognize the colours.
4. Ask the students to use crayon and a pencil to colour the picture.
5. Give them sufficient time for this.
6. Display the coloured pictures on the wall.
7. Let the students observe the pictures and enjoy.
8. The students do it individually.

Activity 2: Colouring a picture II

1. Arrange crayons.
2. Distribute the crayons to the students of their choice.
3. Demonstrate colouring the given picture like; the picture of an apple, a road...
4. Ask them to hold colour in appropriate way.
5. Ask them to see the border line of the picture and start to colour.
6. Ask them to colour either from the top to the bottom, left to right or in circular motion but not from multiple ways for the same picture.
7. Ask them to colour gently.
8. Ask them to fill the picture with the colour.

Activity 3: Colour the way

1. Ask simple questions to the students about the picture.
2. Ask the students to colour the way to get the destination (e.g. school).
3. Support them as needed.

Activity 4: Tracing shapes/joining dots

1. Display a sample of dots that make up a shape.
2. Distribute the worksheet containing the dotted shapes or pictures. Alternatively, you can ask the students to use their workbook.
3. Give a demonstration showing the movement of palm/fingers to write over the traces.
4. Ask the students to write over the traces first with their fingers and then with pencil. Make sure that students catch the pencil and paper properly.

Activity 5: Tracing lines, shapes

1. Arrange pencils.
2. Ask them to hold pencil in appropriate way.
3. Ask them to rest pencil on the particular place like corner of the semicircle; triangle; from any starting point from the left or the right side.
4. Demonstrate tracing lines, shapes.
5. Ask them to join the dots from the starting point either to the right or to the left side.
6. Ask them to keep on joining/tracing till the end or starting point.
7. If they stop in between, encourage to continue to join the line with the starting point.
8. Ask them to share their work.

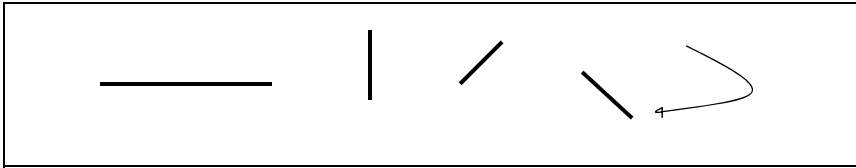
Activity 6: Writing/joining lines

1. Give a model of tracing through the lines.
2. Demonstrate how to hold the pencil and how to move the palm/fingers appropriately.
3. Distribute the worksheet to the students (some examples are given below).
4. Monitor and offer feedback

Activity 7: Line drawing

Ask the students to draw various lines by looking on the board or by following the dotted clues given in the exercise book.

Example: Draw the following lines in your exercise book.



Decodable Phase

After foundation phase, the course will start with phonics for 58 lessons as decodable phase. This phase includes the activities of phonological awareness, the introduction of alphabets/letters, words and decodable vocabulary activities, listening and reading comprehension and writing activities based on the phonic scheme as copying and dictation. This phase is further divided into early-decodable and decodable phase.

Early decodable phase: During the early decodable phase, students will build a strong foundation in phonics. It is designed to help students build their knowledge of letters and sounds, so that they can start decoding texts when they move to the latter stage of this phase. Students in this phase read letters, syllables and words. They do not read decodable texts at this point as they are still not exposed to sufficient number of words. They read the words as pictures. They still cannot decode the letters in words. The major activities in this phase include:

- Listening and saying words in the picture
- Learning new words and their meaning (orally)
- Identifying letters using the pictures
- Producing and practising sounds
- Reading letters
- Writing letters

Decodable phase: During decodable phase, the goal is to enable students to read decodable text as soon as possible. Students in this phase have significant practice reading decodable texts along with the new letters and words as significant number of letters, syllables and words are already introduced in the early phase of decoding. The decodable texts will increase in complexity as students continue to develop their knowledge of letters and sounds. Students also learn vocabulary and practise comprehension through the decodable texts they read each day. The major activities in this phase include:

- Listening and saying words in the picture
- Learning new words and their meaning (orally)
- Identifying letters using the pictures
- Producing and practising sounds
- Blending and segmenting sounds
- Reading letters
- Practising rhyming words/rhymes

- Blending letters/sounds to read words
- Reading decodable words
- Writing letters, words and phrases

The theme 2 "Alphabet" is addressed in the decodable phase.

Theme 2 : My Alphabet**Subject:** English**Working hour:** 58**Grade:** One**Subject area:** Alphabets**Overview of the theme**

This theme ensures the learning of English alphabets. Along with this, they will develop phonemic and graphophonemic awareness, learn to pronounce, read and write letters of English alphabet, follow model reading to develop reading fluency and learn some decodable words. They will also learn to trace and write the letters. Students will also enhance the soft skills of active listening, critical thinking and problem solving skills.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|------------------|--|
| Central idea: | Learning alphabets |
| Line of inquiry: | <ul style="list-style-type: none"> ● Recognition and pronunciation of alphabets ● Colouring, drawing, matching, pointing ● Phonemic awareness ● Graphophonemic awareness |
| Concept: | <ul style="list-style-type: none"> ● Alphabets |
| Soft skills | <ul style="list-style-type: none"> ● Problem solving ● Active listening ● Problem solving ● Team work ● Communication |

Learning outcomes**Listening**

1. Imitate, identify and discriminate sounds.
2. Identify words that have the same initial, medial or final sound.
3. Blend individual sounds in simple one-syllable words. (e.g. /s/ /i/ /t/ →sit)
4. Recognize, identify and produce rhyming words. (e.g. cat →bat, sat)
5. Link an initial sound to a picture of an object that begins with that sound (e.g. Show a picture of a book and identify the initial sound /b/).
6. Name a printed letter that matches a sound (e.g. the teacher says /t/ and the student points to the /t/ letter).
7. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
8. Recognize and comprehend words and simple expressions.

9. Respond to the audio or the teacher non-verbally and verbally.

Speaking

1. Imitate and produce sounds and words.
2. Blend the initial sounds with other sounds, i.e. onset with rime. (e.g. c+at).
3. Pronounce grade appropriate words correctly.
4. Ask and answer short, simple questions.
5. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Read small and capital letters
2. Put sounds together to read words and sentences.
3. Recognize and read familiar words accompanied by visuals.
4. Perform rhymes and chants with appropriate rhyme and rhythm.
5. Understand the meaning of grade appropriate words.

Writing

1. Hold pencil correctly to gain control to draw lines, curves and circles, etc.
2. Develop hand-eye coordination through drawing lines and patterns.
3. Trace the letters and write them.
4. Form lower and upper case letters of regular size and shape.
5. Demonstrate good handwriting skills.

Teaching learning activities

Overview of the activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|---|---|--|---|--|------------------------------------|---------------------------|--|----------------------------|
| | Phonological awareness | Listening (comprehension) | Speaking/Language functions | Graphophonic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 15 | Identifying words with similar initial sounds | Identifying words with similar initial sounds | Pronouncing words that begin with initial 'a' with picture clues (apple, ant, axe, aeroplane, arrow) | Letter identification Drilling of the sound represented by the letter Chain reading of the words with pictures Running game (matching letters with pictures) Drawing a picture using the letter | Listening to the pronunciation of words Imitating words | Following a model reading of words | Not any | Writing letter 'A' and 'a' (Through tracing, writing in the air, sand, etc.) Writing with stroke | apple, ant, axe, arm, aunt |
| 16 | Identifying | Reciting a | Pronouncing | Choosing a | Listening to | Following a | Not any | Writing | apple, ant, |

| | | | | | | | | | |
|----|---|--|--|--|---|---|----------------|--|---|
| | <p>words with similar initial sounds</p> <p>Reciting a rhyme for the sounds of the letter 'a'</p> | <p>rhyme for the sounds of the letter 'a'</p> | <p>words that begin with initial 'a' with picture clues (apple, ant, axe, arm, aunt)</p> | <p>letter card that matches with the sound of the letter 'a'</p> <p>Matching pictures of objects with related letters (e.g. apple with 'a') by cutting pictures given in a single sheet</p> <p>Identifying names/objects in the class starting with the letter 'a'</p> | <p>the pronunciation of words</p> <p>Imitating words</p> | <p>model reading of words</p> | | <p>letter 'A' and 'a' (Through tracing, writing in the air, sand, etc.)</p> <p>Writing with stroke</p> | <p>axe, aeroplane, arrow</p> |
| 17 | <p>Listening and repeating words beginning with the letter 'b'</p> | <p>Listening and repeating words beginning with the letter 'b'</p> | <p>Listening and repeating words beginning with the letter 'b'</p> | <p>Choosing a letter card that matches with the sound of the letter 'b'</p> <p>Matching words that begin with</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> | <p>Following a model reading of words</p> | <p>Not any</p> | <p>Writing the letters 'B' and 'b'</p> | <p>banana, bat, bag, book, ball, blue, bird</p> |

| | | | | | | | | | |
|----|---|---|---|--|---|-------------------------------|---------|---------------------------------|--|
| | | | | <p>the letter 'b' with related pictures</p> <p>Drawing a picture using the letter</p> <p>Identifying the letter</p> | | | | | |
| 18 | Listening and repeating words beginning with the letter 'b' | Listening and repeating words beginning with the letter 'b' | Listening and repeating words beginning with the letter 'b' | <p>Choosing a letter card that matches with a sound of the letter 'b'</p> <p>Matching words that begin with the letter 'b' with related pictures</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> | Reading of a letter/word grid | Not any | Writing the letters 'B' and 'b' | banana, bat, bag, book, ball, blue, bird |
| 19 | Listening and reciting rhymes with the letter 'c' | Listening and reciting rhymes with the letter 'c' | Listening and reciting rhymes with the letter 'c' | <p>Identifying the letter 'c'</p> <p>Choosing an alphabet card that matches with the sound of the</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> | Reading of a letter/word grid | Not any | Writing the letters 'C' and 'c' | cat, cock, cap, cup, car |

| | | | | | | | | | |
|----|---|---|---|--|---|-------------------------------|---------|---------------------------------|-------------------------------|
| | | | | <p>letter 'c'</p> <p>Matching words that begin with the letter 'c' with related pictures</p> <p>Drawing a picture using the letter</p> | | | | | |
| 20 | Listening and repeating words beginning with the letter 'c' | Listening and reciting rhymes with the letter 'c' | Listening and reciting rhymes with letter 'c' | <p>Choosing a letter card that matches with the sound of the letter 'c'</p> <p>Matching words that begin with the letter 'c' with related pictures</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> | Reading of a letter/word grid | Not any | Writing the letters 'C' and 'c' | cat, cock, cap, cup, car |
| 21 | Listening and repeating words beginning with the letter 'd' | Listening and reciting rhymes with the letter 'd' | Listening and reciting rhymes with the letter 'd' | <p>Identifying the letter 'd'</p> <p>Choosing an alphabet card that matches with the</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> | Reading of a letter/word grid | Not any | Writing the letters 'D' and 'd' | dog, duck, , doll, door, drum |

| | | | | | | | | | |
|----|---|---|---|---|---|---|---------|---------------------------------|---|
| | | | | <p>sound of the letter 'd'</p> <p>Matching words that begin with the letter 'd' with related pictures</p> <p>Drawing a picture using the letter</p> | | | | | |
| 22 | Listening and repeating words beginning with the letter 'd' | Listening and reciting rhymes with the letter 'd' | Listening and reciting rhymes with the letter 'd' | <p>Choosing an alphabet card that matches with the sound of the letter 'd'</p> <p>Matching words that begin with the letter 'd' with related pictures</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> | Reading of a letter/word grid | Not any | Writing the letters 'D' and 'd' | dog, duck, doll, door, drum, dice, donkey |
| 23 | Listening and repeating words beginning | Listening and repeating words beginning | Listening and repeating words beginning with the letter | <p>Identifying the letter 'e'</p> <p>Choosing an alphabet card that</p> | <p>Listening to the pronunciation of words</p> <p>Imitating</p> | <p>Reading of a letter/word grid</p> <p>Reading decodable</p> | Not any | Writing the letters 'E' and 'e' | ear, elephant, eagle, egg, eye, eel, bee, bed |

| | | | | | | | | | |
|----|---|---|---|---|--|------------------------------------|---------|---------------------------------|-------------------------------------|
| | with the letter 'e' | with the letter 'e' | 'e' | matches with the sound of the letter 'e' Matching words that begin with the letter 'e' with related pictures Drawing a picture using the letter | words | words | | | |
| 24 | Listening and repeating words beginning with the letter 'e' | Listening and repeating words beginning with the letter 'e' | Listening and repeating words beginning with the letter 'e' | Choosing an alphabet card that matches with the sound of the letter 'e' Matching words that begin with the letter 'e' with related pictures | Listening to the pronunciation of words Imitating words | Reading of a letter/word/word grid | Not any | Writing the letters 'E' and 'e' | ear, elephant, eagle, pen, she, egg |
| 25 | Blending initial consonant | Blending initial consonant | Blending initial consonant | Revision of letters | Revision of words | Reading letters/words/word grid | Not any | Writing the letters 'a-e' and | bad, cab, bed, etc. |

| | | | | | | | | | |
|----|--|--|--|---|--|--|---------|---------------------------------|--|
| | with following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | with following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | with following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | | | Unscrambling jumbled words | | 'A-E' | |
| 26 | Listening and repeating words beginning with the letter 'f' | Listening and reciting rhymes with the letter 'f' | Listening and reciting rhymes with the letter 'f' | Identifying the letter 'f' Choosing a letter card that matches with the sound of the letter 'f' Matching words that begin with the letter 'f' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid | Not any | Writing the letters 'F' and 'f' | fan, fish, frog, five |
| 27 | Listening and repeating words beginning with the | Listening and repeating words beginning with the | Listening and repeating words beginning with the letter | Choosing an alphabet card that matches with the sound of the | Listening to the pronunciation of words Imitating | Reading of a letter/word/word grid (including decodable) | Not any | Writing the letters 'F' and 'f' | fan, fish, frog, five, coffee, face, fee |

| | | | | | | | | | |
|----|---|---|---|--|--|--|---------|---------------------------------|--|
| | letter 'f' | letter 'f' | 'f' | letter 'f' Matching words that begin with the letter 'f' with related pictures Drawing a picture using the letter | words Matching words with pictures | words) | | | |
| 28 | Listening and repeating words beginning with the letter 'g' | Listening and repeating words beginning with the letter 'g' | Listening and repeating words beginning with the letter 'g' | Choosing an alphabet card that matches with a sound of letter 'g' Matching words that begin with the letter 'g' with related pictures Drawing a picture using the letter | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'G' and 'g' | girl, goat, glasses, grapes, giraffe, gate |
| 29 | Listening and repeating | Listening and reciting rhymes with | Listening and reciting rhymes with | Identifying the letter g | Listening to the pronunciation | Reading of a letter/word/word | Not any | Writing the letters 'G' and | girl, goat, glasses, grapes, |

| | | | | | | | | | |
|----|---|---|---|--|--|---|---------|---------------------------------|------------------------------------|
| | words beginning with the letter 'g' | the letter 'g' | the letter 'g' | Choosing an alphabet card that matches with a sound of letter 'g' Matching words that begin with the letter 'g' with related pictures | n of words Imitating words Matching words with pictures | grid/short text (including decodable words) | | 'g' | giraffe, gate egg, bag |
| 30 | Listening and repeating words beginning with the letter 'h' | Listening and repeating words beginning with the letter 'h' | Listening and repeating words beginning with the letter 'h' | Identifying the letter 'h' Choosing an alphabet card that matches with the sound of the letter 'h' Matching words that begin with the letter 'h' with related pictures Drawing a picture using the letter | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid | Not any | Writing the letters 'H' and 'h' | house, hat, hen, hand, head, horse |

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|----|---|---|---|---|---|--|---------|---------------------------------|--|
| 31 | Listening and repeating words beginning with the letter 'h' | Listening and repeating words beginning with the letter 'h' | Listening and repeating words beginning with the letter 'h' | <p>Choosing an alphabet card that matches with the sound of the letter 'h'</p> <p>Matching words that begin with the letter 'h' with related pictures</p> <p>Matching photos of classmates with their birthday-days</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> <p>Matching words with pictures</p> | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'H' and 'h' | house, hat, hen, hand, head, horse, had, he, ghee, beach |
| 32 | Listening and repeating words beginning with the letter 'i' | Listening and repeating words beginning with the letter 'i' | Listening and repeating words beginning with the letter 'i' | <p>Identifying the letter 'i'</p> <p>Choosing an alphabet card that matches with the sound of the letter 'i'</p> <p>Matching words that begin with</p> | <p>Meaning and pronunciation of topic related vocabulary</p> | Reading of a letter/word/word grid | Not any | Writing the letters 'I' and 'i' | ink, ice-cream, iron, |

| | | | | | | | | | |
|----|---|---|---|---|---|--|---------|---------------------------------|--|
| | | | | <p>the letter 'i' with related pictures</p> <p>Drawing a picture using the letter</p> | | | | | |
| 33 | Listening and repeating words beginning with the letter 'i' | Listening and repeating words beginning with the letter 'i' | Listening and repeating words beginning with the letter 'i' | <p>Identifying the letter 'i'</p> <p>Choosing an alphabet card that matches with the sound of the letter 'i'</p> <p>Matching words that begin with the letter 'i' with related pictures</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> <p>Matching words with pictures</p> | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'I' and 'i' | ink, ice-cream, iron, igloo, dice, big, dig, child |
| 34 | Listening and repeating words beginning with the letter 'j' | Listening and reciting rhymes with the letter 'j' | Listening and reciting rhymes with the letter 'j' | <p>Identifying the letter 'j'</p> <p>Choosing an alphabet card that matches with the sound of the</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> <p>Matching</p> | Reading of a letter/word/word grid | Not any | Writing the letters 'J' and 'j' | jug, joker, jackal, jar, jungle |

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|----|--|--|--|---|---|---|----------------|--|---|
| | | | | <p>letter 'j'</p> <p>Matching words that begin with the letter 'j' with related pictures</p> <p>Drawing a picture using the letter</p> | <p>words with pictures</p> | | | | |
| 35 | <p>Listening and repeating words beginning with the letter 'j'</p> | <p>Listening and repeating words beginning with the letter 'j'</p> | <p>Listening and repeating words beginning with the letter 'j'</p> | <p>Identifying the letter 'j'</p> <p>Choosing an alphabet card that matches with the sound of the letter 'j'</p> <p>Matching words that begin with the letter 'j' with related pictures</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> <p>Matching words with pictures</p> | <p>Reading of a letter/word/word grid (including decodable words)</p> | <p>Not any</p> | <p>Writing the letters 'J' and 'j'</p> | <p>jug, joker, jackal, jar, jungle, jail, die, hi, high, hide</p> |

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|----|---|---|---|--|--|-------------------------------------|-------------------|-------------------------------------|--|
| 36 | Blending initial consonant with following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | Blending initial consonant with following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | Blending initial consonant with following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | Revision of letters | Revision of words | Reading letters and decodable words | Revision of words | Writing the letters 'A-J' and 'a-j' | bag, cab, ice, egg, head, etc. |
| 37 | Listening and repeating words beginning with the letter 'k' | Listening and repeating words beginning with the letter 'k' | Listening and repeating words beginning with the letter 'k' | Identifying the letter 'k' Choosing a letter card that matches with the sound of the letter 'k' Matching words that begin with the letter 'k' with related pictures Drawing a picture using the | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid | Not any | Writing the letters 'K' and 'k' | kite, key, kid, king, kettle, kangaroo |

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| | | | | letter | | | | | |
| 38 | Listening and repeating words beginning with the letter 'k' | Listening and repeating words beginning with the letter 'k' | Listening and repeating words beginning with the letter 'k' | Identifying the letter 'k' Choosing a letter card that matches with the sound of the letter 'k' Matching words that begin with the letter 'k' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'K' and 'k' | kite, key, kid, king, kettle, kangaroo, bike, kid, chick, jackal, back |
| 39 | Listening and repeating words beginning with the letter 'l' | Listening and repeating words beginning with the letter 'l' | Listening and repeating words beginning with the letter 'l' | Identifying the letter 'l' Choosing a letter card that matches with the sound of the letter 'l' Matching words that begin with the letter 'l' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid | Not any | Writing the letters 'L' and 'l' | leg, lion, leaf, lamp |

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|----|---|---|---|---|--|--|---------|---------------------------------|---|
| | | | | Drawing a picture using the letter | | | | | |
| 40 | Listening and repeating words beginning with the letter 'l' | Listening and reciting Listening and repeating words beginning with the letter 'l' | Listening and repeating words beginning with the letter 'l' | Identifying the letter 'l' Choosing a letter card that matches with the sound of the letter 'l' Matching words that begin with the letter 'l' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'L' and 'l' | leg, lion, leaf, lamp, lotus, flag, leg, ball, hill, leaf |
| 41 | Listening and repeating words beginning with the letter 'm' | Listening and reciting rhymes with the letter 'm' | Listening and reciting rhymes with the letter 'm' | Identifying the letter 'm' Choosing a letter card that matches with the sound of the letter 'm' Matching words that begin with | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid | Not any | Writing the letters 'M' and 'm' | man, moon, monkey, mango, mouse |

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|----|---|---|--|---|---|--|---------|--|--|
| | | | | the letter 'm' with related pictures Drawing a picture using the letter | | | | | |
| 42 | Listening and repeating words beginning with the letter 'm' | Listening and repeating words beginning with the letter 'm' | Listening and repeating words beginning with the letter 'm' | Identifying the letter 'm' Choosing an letter card that matches with the sound of the letter 'm' Matching words that begin with the letter 'm' with related pictures | Listening to the pronunciatio n of words Imitating words Matching words with pictures | Reading of a letter/word/ word grid (including decodable words) | Not any | Writing the letters 'M' and 'm' | man, moon, monkey, mango, mouse, milk, jam, mill, me, make |
| 43 | Listening and repeating words beginning with the letter 'n' | Listening and repeating words beginning with the letter 'n' | Listening and repeating words beginning with the letter 'n' | Identifying the letter 'n' Choosing an letter card that matches with the sound of the letter 'n' | Listening to the pronunciatio n of words Imitating words Matching words with | Reading of a letter/word/ word grid | Not any | Writing the letter 'N' and 'n' | nose, nail, net, nest, neck, nurse, |

| | | | | | | | | | |
|----|---|---|---|---|--|--|---------|---------------------------------|--|
| | | | | Matching words that begin with the letter 'n' with related pictures Drawing a picture using the letter | pictures | | | | |
| 44 | Listening and repeating words beginning with the letter 'n' | Listening and repeating words beginning with the letter 'n' | Listening and repeating words beginning with the letter 'n' | Identifying the letter 'n' Choosing a letter card that matches with the sound of the letter 'n' Matching words that begin with the letter 'n' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'N' and 'n' | nose, nail, net, nest, neck, nurse, nail, fan, man, hen, hand, |
| 45 | Listening and repeating words beginning with the | Listening and reciting rhymes with the letter 'o' | Listening and reciting rhymes with letter 'o' | Identifying the letter 'o' Choosing a letter card that matches | Listening to the pronunciation of words Imitating | Reading of a letter/word/word grid | Not any | Writing the letters 'O' and 'o' | orange, ox, owl, onion, ostrich, open |

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|----|---|---|---|--|--|--|---------|---------------------------------|--|
| | letter 'o' | | | with the sound of the letter 'o' Matching words that begin with the letter 'o' with related pictures Drawing a picture using the letter | words Matching words with pictures | | | | |
| 46 | Listening and repeating words beginning with the letter 'o' | Listening and repeating words beginning with the letter 'o' | Listening and repeating words beginning with the letter 'o' | Identifying the letter 'o' Choosing an letter card that matches with a sound of letter 'o' Matching words that begin with the letter 'o' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'O' and 'o' | orange, ox, owl, onion, ostrich, lion, doll, god, book |
| 47 | Blending initial consonant with | Blending initial consonant with | Blending initial consonant with | Revision of words | Revision of words | Reading of a letter/word/word grid | Not any | Writing the alphabets 'a-o' and | man, dog, lion, hen, god, ball, leg, moon, |

| | | | | | | | | | |
|----|---|---|---|--|--|------------------------------------|------------|---------------------------------|--|
| | following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | following vowel (a, e, i, o, u) Blending sounds in words Blending onset with rime | | | (including decodable words) | | 'A-O' | banana, doll, bin, chalk, cock, cabbage, hand, egg, etc. |
| 48 | Listening and repeating words beginning with the letter 'p' | Listening and repeating words beginning with the letter 'p' | Listening and repeating words beginning with the letter 'p' | Identifying the letter 'p' Choosing an alphabet card that matches with the sound of the letter 'p' Matching words that begin with the letter 'p' with related pictures Drawing a picture using the letter | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid | Not any | Writing the letters 'P' and 'p' | peach, pear, papaya, pineapple, pumpkin, penguin, pen, pan, parrot, pin, peacock, pigeon |
| 49 | Listening | Listening | Listening and | Choosing an | Listening to | Reading of a | Reading of | Writing | pencil, pen, |

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|----|---|---|---|--|--|---|---|-----------------------------|--|
| | and repeating words beginning with the letter 'p' | and repeating words beginning with the letter 'p' | repeating words beginning with the letter 'p' | alphabet card that matches with the sound of the letter 'p' Matching words that begin with the letter 'p' with related pictures | the pronunciation of words Imitating words Matching words with pictures | letter/word/word grid/short text (including decodable words) | text with the words that begin with 'p' and decodable words | the letters 'P' and 'p' | pan, pin, penguin, pigeon, peacock, palace, lamp, cap, apple, pool, jeep |
| 50 | Listening and repeating words beginning with the letter 'q' | Listening and repeating words beginning with the letter 'q' | Listening and repeating words beginning with the letter 'q' | Identifying the letter 'q' Choosing an alphabet card that matches with the sound of the letter 'q' Matching words that begin with the letter 'q' with related pictures Drawing a picture using the letter | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing letters 'Q' and 'q' | Alphabet queen, quill, quilt, queue, quick |

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|----|---|---|---|---|--|--|--|---------------------------------|--|
| 51 | Listening and repeating words beginning with the letter 'q' | Listening and repeating words beginning with the letter 'q' | Listening and repeating words beginning with letter 'q' | Identifying the letter 'q' Choosing an alphabet card that matches with a sound of letter 'q' Matching words that begin with the letter 'q' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'q' and decodable words | Writing the letters 'Q' and 'q' | queen, quill, quilt, queue, quick, question, |
| 52 | Listening and repeating words beginning with the letter 'r' | Listening and repeating words beginning with the letter 'r' | Listening and repeating words beginning with the letter 'r' | Identifying the letter 'r' Choosing an alphabet card that matches with the sound of the letter 'r' Matching words that begin with the letter 'r' with related pictures Drawing a | Meaning and pronunciation of topic related vocabulary | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'R' and 'r' | rat, ring, robot, rose, rabbit |

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|----|---|---|---|---|--|--|--|---------------------------------|---|
| | | | | picture using the letter | | | | | |
| 53 | Listening and repeating words beginning with the letter 'r' | Listening and repeating words beginning with the letter 'r' | Listening and repeating words beginning with the letter 'r' | Choosing an alphabet card that matches with the sound of the letter 'r' Matching words that begin with the letter 'r' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'r' and decodable words | Writing the letters 'R' and 'r' | rat, ring, robot, rose, rabbit, radio, rainbow, ruler, rhino, car, bar, room, arm, girl, circle, rice |
| 54 | Listening and repeating words beginning with the letter 's' | Listening and repeating words beginning with the letter 's' | Listening and repeating words beginning with the letter 's' | Identifying the letter 's' Choosing an alphabet card that matches with the sound of the letter 's' Matching words that begin with the letter 's' with related | Meaning and pronunciation of topic related vocabulary | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'S' and 's' | slide, shoes, sunflower, snake, star, sun, snow, swan |

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| | | | | <p>pictures</p> <p>Drawing a picture using the letter</p> | | | | | |
| 55 | Listening and repeating words beginning with the letter 's' | Listening and repeating words beginning with the letter 's' | Listening and repeating words beginning with the letter 's' | <p>Choosing an alphabet card that matches with the sound of the letter 's'</p> <p>Matching words that begin with the letter 's' with related pictures</p> | Meaning and pronunciation of topic related vocabulary | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 's' and decodable words | Writing the letters 'S' and 's' | snake, star, sun, snow, swan, shoes, socks, fish, nose, horse, class, school, son, see |
| 56 | Listening and repeating words beginning with the letter 't' | Listening and reciting rhymes with the letter 't' | Listening and reciting rhymes with the letter 't' | <p>Identifying the letter 't'</p> <p>Choosing an alphabet card that matches with the sound of the letter 't'</p> <p>Matching words that begin with</p> | <p>Listening to the pronunciation of words</p> <p>Imitating words</p> <p>Matching words with pictures</p> | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'T' and 't' | tractor, tree, tiger, train, tap, table, tent, |

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|----|--|--|--|---|--|---|---|--|--|
| | | | | <p>he letter 't' with related pictures</p> <p>Drawing a picture using the letter</p> | | | | | |
| 57 | <p>Listening and repeating words beginning with the letter 't'</p> | <p>Listening and reciting rhymes with the letter 't'</p> | <p>Listening and reciting rhymes with the letter 't'</p> | <p>Identifying the letter 't'</p> <p>Choosing an alphabet card that matches with the sound of the letter 't'</p> <p>Matching words that begin with the letter 't' with related pictures</p> | <p>Listening to the pronunciatio n of words</p> <p>Imitating words</p> <p>Matching words with pictures</p> | <p>Reading of a letter/word/ word grid/short text (including decodable words)</p> | <p>Reading of text with the words that begin with 't' and decodable words</p> | <p>Writing the letters 'T' and 't'</p> | <p>tractor, tree, tiger, train, tap, table, tent, two, teeth, tomato, kite, bat, cat, father, mother, sit, stand</p> |
| 58 | <p>Blending initial consonant with following vowel (a, e, i, o, u)</p> <p>Blending</p> | <p>Blending initial consonant with following vowel (a, e, i, o, u)</p> <p>Blending</p> | <p>Blending initial consonant with following vowel (a, e, i, o, u)</p> <p>Blending</p> | <p>Revision of letters</p> | <p>Revision of words</p> | <p>Revision of words</p> <p>Reading of a letter/word/ word grid (including decodable</p> | <p>Not any</p> | <p>Writing the letters 'a-t' and 'A-T'</p> | <p>ant, apple, arm, chair, cat, rat, bat, mat, rat, hat, tin, pin, bin, cap, tap, girl, father, mother,</p> |

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|----|---|---|---|--|--|--|-------------------------------------|---------------------------------|---|
| | sounds in words Blending onset with rime | sounds in words Blending onset with rime | sounds in words, Blending onset with rime | | | words) | | | pants, frock, tiger, elephant, orange, grapes, carrot, potato, radish, etc. |
| 59 | Listening and repeating words beginning with the letter 'u' | Listening and repeating words beginning with the letter 'u' | Listening and repeating words beginning with the letter 'u' | Identifying the letter 'u' Choosing an alphabet card that matches with the sound of the letter 'u' Matching words that begin with the letter 'u' with related pictures Drawing a picture using the letter | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'U' and 'u' | umbrella, up, unicorn, uniform, upstairs |
| 60 | Listening and repeating | Listening and repeating | Listening and repeating words | Identifying the letter 'u' Choosing an | Listening to the pronunciation | Reading of a letter/word/word | Reading of text with the words that | Writing letters 'U' and | umbrella, up, unicorn, uniform, |

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|----|---|---|---|--|--|--|------------------------------------|---------------------------------|--|
| | words beginning with letter 'u' | words beginning with letter 'u' | beginning with letter 'u' | alphabet card that matches with the sound of the letter 'u' Matching words that begin with the letter 'u' with related pictures | n of words Imitating words Matching words with pictures | grid/short text (including decodable words) | begin with 'u' and decodable words | 'u' | upstairs, uncle, under, blue, sun, house, bull, mouth, put, student, out |
| 61 | Listening and repeating words beginning with the letter 'v' | Listening and repeating words beginning with the letter 'v' | Listening and repeating words beginning with the letter 'v' | Identifying the letter 'v' Choosing an alphabet card that matches with the sound of the letter 'v' Matching words that begin with the letter 'v' with related pictures Drawing a picture using the letter | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | NA | Writing the letters 'V' and 'v' | van, violin, vase, vest, volley ball, vulture |

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|----|---|---|---|--|--|--|--|---------------------------------|--|
| 62 | Listening and repeating words beginning with the letter 'v' | Listening and repeating words beginning with the letter 'v' | Listening and repeating words beginning with the letter 'v' | Identifying the letter 'v' Choosing an alphabet card that matches with the sound of the letter 'v' Matching words that begin with the letter 'v' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'v' and decodable words | Writing the letters 'V' and 'v' | van, violin, vase, vest, volley ball, vulture, cave, live, give, have, hive |
| 63 | Listening and repeating words beginning with the letter 'w' | Listening and repeating words beginning with the letter 'w' | Listening and repeating words beginning with the letter 'w' | Identifying the letter 'w' Choosing an alphabet card that matches with the sound of the letter 'w' Matching words that begin with the letter 'w' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'W' and 'w' | well, wolf, wine, water, wind, wheelchair, wood, watermelon, watch, web, window, wheel, wall |

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|----|---|---|---|--|--|---|--|---------------------------------|--|
| | | | | Drawing a picture using the letter | | | | | |
| 64 | Listening and repeating words beginning with the letter 'w' | Listening and repeating words beginning with the letter 'w' | Listening and repeating words beginning with the letter 'w' | Choosing an alphabet card that matches with the sound of the letter 'w' Matching words that begin with the letter 'w' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'w' and decodable words | Writing the letters 'W' and 'w' | well, wolf, wine, water, wind, wheelchair, wood, watermelon, watch, web, window, wheel, wall, whale, crow, arrow, snow, swan, show |
| 65 | Listening and repeating words beginning with the letter 'x' | Listening and repeating words beginning with the letter 'x' | Listening and repeating words beginning with the letter 'x' | Identifying the letter 'x' Choosing an alphabet card that matches with the sound of the letter 'x' Matching words that have the letter 'x' | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'X' and 'x' | x- ray, box, fox, six, xerox, x - mas, ox, axe, taxi, mix, text |

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|----|---|---|---|---|--|--|--|---------------------------------|--|
| | | | | with related pictures Drawing a picture using the letter | | | | | |
| 66 | Listening and repeating words beginning with the letter 'x' | Listening and repeating words beginning with the letter 'x' | Listening and repeating words beginning with the letter 'x' | Choosing an alphabet card that matches with the sound of the letter 'x' Matching words that begin with the letter 'x' with related picture | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'x' and decodable words | Writing the letters 'X' and 'x' | box, fox, six, xerox, , ox, axe, taxi, mix, text |
| 67 | Listening and repeating words beginning with the letter 'y' | Listening and repeating words beginning with the letter 'y' | Listening and repeating words beginning with the letter 'y' | Identifying the letter 'y' Choosing an alphabet card that matches with the sound of the letter 'y' Matching words that | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'Y' and 'y' | yam, yak, yacht, yellow, yarn |

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|----|---|---|---|--|--|---|--|---------------------------------|---|
| | | | | begin with the letter 'y' with related pictures Drawing a picture using the letter | | | | | |
| 68 | Listening and repeating words beginning with the letter 'y' | Listening and repeating words beginning with the letter 'y' | Listening and repeating words beginning with the letter 'y' | Choosing an alphabet card that matches with the sound of the letter 'y' Matching words that begin with the letter 'y' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'y' and decodable words | Writing the letters 'Y' and 'y' | yam, yak, yacht, yellow, yarn, yolk, yogurt, yo-yo, play, boy, toy, say, my, they |
| 69 | Listening and repeating words beginning with the letter 'z' | Listening and repeating words beginning with the letter 'z' | Listening and repeating words beginning with the letter 'z' | Identifying the letter 'z' Choosing an alphabet card that matches with the sound of the letter 'z' | Listening to the pronunciation of words Imitating words Matching words with | Reading of a letter/word/word grid (including decodable words) | Not any | Writing the letters 'Z' and 'z' | zebra, zoo, quiz, zipper, zero, zigzag |

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|----|---|---|---|--|--|---|--|---------------------------------|---|
| | | | | Matching words that begin with the letter 'z' with related pictures Drawing a picture using the letter | pictures | | | | |
| 70 | Listening and repeating words beginning with the letter 'z' | Listening and repeating words beginning with the letter 'z' | Listening and repeating words beginning with the letter 'z' | Identifying the letter 'z' Choosing an alphabet card that matches with the sound of the letter 'z' Matching words that begin with the letter 'z' with related pictures | Listening to the pronunciation of words Imitating words Matching words with pictures | Reading of a letter/word/word grid/short text (including decodable words) | Reading of text with the words that begin with 'z' and decodable words | Writing the letters 'Z' and 'z' | zebra, zoo, quiz, zipper, zero, zigzag, quiz, lazy, maze, prize, zoom, size |
| 71 | Identifying sounds of oral words | Listening to a model reading of words that represent the | Pronouncing words | Revision of letters | Revision of words | Revision of words | Not any | Writing the letters a-z' | (words from a-m) apple, am, ask |

| | | | | | | | | | |
|----|----------------------------------|---|-------------------|---|-------------------|-------------------|---------|---------------------------|--|
| | | letters u-z | | | | | | | <p>book, bike, brother</p> <p>cat, car, clean dog, dear, door</p> <p>egg, eat, eye</p> <p>fan, fox, film</p> <p>gun, goat, giraffe</p> <p>home, hen, hat</p> <p>ink, iron, ice</p> <p>jug, jump, jar</p> <p>kite, key, knife</p> <p>lamp, large, log, man, monkey, mouse</p> |
| 72 | Identifying sounds of oral words | Listening to a model reading of words that represent the letters a- z | Pronouncing words | <p>Revision of letters</p> <p>Matching words with pictures</p> <p>Unscrambling letters to</p> | Revision of words | Revision of words | Not any | Writing the letters 'A-Z' | <p>(words from n-z)</p> <p>nose, new, nurse</p> <p>orange, onion, owl</p> <p>pen, pan,</p> |

| | | | | | | | | | |
|--|--|--|--|------------|--|--|--|--|--|
| | | | | form words | | | | | potato queen, quilt, queue rat, rabbit, rose snake, sky, star tiger, tap, tin umbrella, uniform, uncle vest, van, vase watch, would, water x-ray, x-mas yak, year yellow, yes zoo, zebra, zip |
|--|--|--|--|------------|--|--|--|--|--|

Elaboration of the Major Activities of Decodable Phase

The major activities of the decodable phase are elaborated below:

Activities for Listening and Speaking (Including Phonological Awareness)

i) Picture-based activities

Activity 1: Listen and say I (Look at the picture, listen and say the words)

1. Make sure that all the students are attentive to you.
2. Read the word ‘father’ aloud, at a slow pace with clear voice. Repeat the reading three times. It allows the students to observe your lips as you read.
3. Read the word again. This time make a gesture to the students to repeat after you. Keep waiting until all students have repeated the word. Listen to the students as they repeat after you.
4. If the production is satisfactory, pause a while and move to the words ‘mother’ and ‘sister’ following similar procedures.
5. In case some students could not produce as expected, go near to them; isolate the task to the concerned student(s), and model the pronunciation some more time until they can produce at the required level.
6. When the students produce the required words, give a compliment saying ‘good/ excellent/ well done/ thumb up, etc.’”

Activity 2: Look and say (Look at the picture, listen and say the words)

1. Display the picture given in the workbook.
2. Touch the picture of ‘apple’ and say the word ‘apple/ an apple’.
3. Say the word ‘apple’ again; point at the picture of ‘apple’.
4. Speak the word ‘apple’ and gesture to the students to touch the picture of ‘apple’.
5. Keep saying the word ‘apple’ two- three times more; walk around the room, and gesture to the students to touch the picture of ‘apple’ and say the word ‘apple’ simultaneously.
6. Ask them to colour the picture of 'apple'.
7. When the students have completed colouring, give a compliment saying ‘good/ excellent/ well done/ thumb up, etc.’”

Activity 3: Listen and say II (Look at the picture, listen and say the words)

Bring in the classroom a picture of an ant, an aeroplane and an apple each.

Stage 1

1. Point at the picture of ‘ant’.
2. Say the word ‘ant’ clearly.
3. Say the word ‘ant’ again, and get the students to touch the picture of ‘ant’.
4. Touching the picture of ‘ant’ say the word ‘ant’ again, and get the students to do so.
5. Follow the similar processes as mentioned above for the picture aeroplane, apple and arrow.

Stage 2

1. Point the letter 'a'. Pronounce the sound /æ/ in isolation. Show your lips and the mouth visible while producing the sound /æ/.
2. Gesture to the students; ask them to repeat the sound /æ/.
3. Say the sound /æ/ and link to the word 'apple'.
4. Get the students to repeat after you for both the isolated sound and the word. Follow similar procedure for the words 'ant' and 'aeroplane'.

Activity 4: Say (Listen and say the word in the picture)

1. Bring in the pictures of an ant, an aeroplane and an apple (or you can display the pictures from the workbook.).
2. Touch one picture, e.g. the picture of the ant, and get the students to name the picture. Do similar activity for the rest of the pictures.
3. Conduct the activity in the reverse order: Say the word 'ant' and ask the students to touch the picture of 'ant'. Continue the similar procedure for other pictures.

Activity 5: Listen and sing (Chant)

1. Display the picture related to the chant.
2. Recite the chant line by line. Make sure that the intonation and rhyme go naturally.
3. Sing the chant again. This time, show gestures and actions as you read the lines.
4. Invite the students to repeat the lines after you following the actions/ movements/ gestures.
5. Invite the students to perform the chant independently.
6. Start the first word/s and actions in each line, and invite the students to complete the rest with gestures.

Activity 6: Look and discuss

1. Point to the pictures (apple, ant, aeroplane). Say a word at a time touching the picture. Make appropriate gestures: the shape of an apple; the movement of an ant; the movement of an aeroplane, etc.
2. Say a word at a time, and invite the students to make similar movements/ gestures.

Activity 7: Listen and act

Prepare the pictures of a cat, a cap, a cup and a cock.

Stage 1

1. Show a picture each, and say the name of the picture.
2. Speak out the first line of the chant holding the picture of 'cat'. Make appropriate gestures as you speak out the letters and line.
3. Continue speaking out one line at a time showing the corresponding picture.

Stage 2

1. Show the picture of 'cat', and speak out the first line.
2. Hold the picture, and give clues to begin the line. Invite the students to utter/say the line.
3. Continue similar procedures for other lines.
4. Follow similar procedures as in 'Listen and act.'

ii) Activities for Teaching Rhymes

Activity 1: Rhyming bingo

1. Give each child in a small group a set of three pictures of objects with rhyming names, e.g. rat, hat, cat.
2. Put the pictures or objects in a bag which are similar to the pictures you have given to the children.
3. The children take turns to take out from the bag one object or picture at a time.
4. Invite the children to speak aloud when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag.

After each rhyming set is completed, chant together and list the rhyming names. As you name objects, give emphasis to the rhyming pattern.

Activity 2: Playing with words

1. Gather together a set of familiar objects with names that have varying syllable patterns (e.g. pencil, umbrella, camera).
2. Show the objects to the children, name them and talk about what they are used for.
3. Wait for the children to share some of their experiences related to the objects; for instance, some of them will have used a camera.
4. Then encourage them to think about how the name of the object sounds and feels as they say it.

Activity 3: Odd one out

1. Put three objects or pictures, two with names that rhyme and one with a name that does not.
2. Ask the children to identify the 'odd one out', i.e. the name that does not rhyme.
3. Start with a small set of words that can then be extended.
4. Children need to be familiar with the rhyming word families before they can use them in a game-spend time looking at the pictures and talking about the pairs.

Activity 4: Whose voice?

1. Record some children talking while they are busy with a freely chosen activity and play the recording to a larger group.
2. Can the children identify each other's voices? Create a 'talking book' for the group or class with photographs of each child and help them to record their own voice message – My name is..., I like singing, etc.

iii) Activities for Blending and Segmenting Sounds

Activity 1: Clapping sounds

Think of words using certain letters e.g. 's', 'a', 't', 'p', 'i', 'n' (e.g. sat, pin, nip, pat, tap, pit, pip) and sound them out, clapping each phoneme with the children in unison, then blend the phonemes to make the whole word orally.

As children's confidence develops, ask individuals to demonstrate this activity to others.

Activity 2 Cross the river

1. Choose objects with two or three phonemes. There can be more than one of the same object.
2. Make a river across the floor or ground outside with chalk or ropes.

3. Give each child or pair an object and check that all the children know the names of the objects.
4. Call out the name of an object in sound-talk (e.g. p-e-n).
5. The children who have that object blend the sounds to make the word (pen) and cross the river.

Activity 3: Simon's gym

Resources: Soft toy

Procedure

Use the soft toy to give instructions, 'Simon says', for example:

- Stand u-p.
- Sit dow-n
- Put your hands on your kn-ee-s, on your f-ee-t.
- Put your finger on your n-o-se.

Bend one arm round your b-a-ck.

Activity 4: What's missing?

Resources

- Set of any six CVC objects from the role-play area (e.g. hospital: **soap, pen, chart, book, mug**)
- List of nine words for the teacher to read out, which includes the six objects and three additional items (e.g. **bed, sheet, pill**)

Procedure

You (or the soft toy) need to check that you have collected together all the items you need, which are written on your list.

1. Display the six objects.
2. Say one of the words on the list using sound-talk, ask the children to repeat it and then tell their partners what it is.
3. The children look at the items in front of them to see if the object is there.

Activity 5: Practising oral segmentation

Resources

- Soft toy
- List of words, pictures or objects

Procedure

The toy is deciding what to put into his picnic basket and the children are asked to help him decide, but he only understands sound-talk.

1. Ask a child whether s/he will need an item (e.g. **jam**).
2. If the child thinks he will, ask him to say the word and then tell the toy in sound-talk: **jam, j-a-m**. The children may benefit from making some action with their hands or arms in time to the sound-talk.

3. Continue with a series of both suitable and unsuitable items (e.g. **cheese, mud, cake, nuts, juice, coal, ham, rolls, soap, mugs, mouse**).

iv) Activities for Teaching Alphabet /Letters

Activity 1: Listen and repeat (Alphabet song)

1. Read the rhyme aloud. Get the students to follow you.
2. After 3 or 4 readings, get the students to chant the rhyme themselves. Facilitate if they need help.
3. Copy the alphabet rhyme in a flash card leaving space for the words that begin with the alphabet being taught.
4. Get the students to fill in the blanks orally while you are reading the rhyme.

Activity 2: Reading alphabet

1. Read out each alphabet with correct pronunciation.
2. Get the students to repeat after you. Alternatively make use of other audio aids.
3. Ensure that the students have understood the sounds of the alphabets they stand for.
4. Ask the students to identify the alphabets and pronounce correctly.

Activity 3: Blending alphabet

1. Present some pictures in class-room (fish, grape, book, pen) and write down the alphabets related to the pictures. (F + i + s + h = Fish, b + o + o + k = book)
2. Select some students and ask them to blend the letters to make words related to the pictures which are discussed already.
3. Facilitate them if they need help.

Activity 4: March around the alphabet

1. Write each letter of the alphabet on large index cards. Be sure to put the upper case on one side and lowercase on the other.
2. Spread the alphabet out on the floor.
3. Have the children create a circle around the alphabet.
4. As the teacher plays an upbeat tempo of music (any choice), the children “March Around the Alphabet”.
5. Instruct the children to freeze, bend down, and pick up a letter near their toes when the music stops.
6. Now, the children hold their letter cards up and wait for the teacher to call upon them to tell what letter they have in their hands.

Activity 5: The letter “T”

1. Cut out a shape of a t-shirt on poster for each child.
2. Give children copies of magazines and instruct them to cut out pictures of items that begin with the letter T.
3. After the children have found enough pictures, have them glue their pictures on their t-shirts.

Note: You can do this with any letter. Just change your t-shirt to something else that starts with the letter you are discussing.

Activity 6: Hangman

1. Use words that have been the focus in class. For example, if you have been concentrating on four letter words, choose a four letter word and make a dash on the board for every letter.
2. Tell students to look at the number of letters in the word and to refer to their word banks around the class for ideas.
3. For variety, allow students to guess the word straight up rather than just choosing one possible letter.

Activity 7: Guess what I am?

1. Have students reach into a bag/box and feel an item inside without looking at it.
2. Then students must guess what the object is.
3. Give students a clue by telling them what letter the word starts with.

Activity 8: The Phonics-Mart

1. Present a letter and sound by using common grocery store items. For example, “a” is for apples, "b" is for bat.
2. If possible, use a shopping cart.

Activity 9: Memory match

1. Arrange 26 pieces of paper around your classroom or in another large area.
2. Then, challenge students to find as many items that begin with each of those letters as possible.
3. When a student finds an item, he should place it on the piece of paper labelled with its initial letter.
4. Your “m” paper may hold items like a marker, marble, milk and magnets.
5. See if your students can find items in your classroom for every letter of the alphabet. Then send students home to make a list of items in their houses that start with each of the 26 letters.
6. To extend the activity, have pairs of students take all the objects on a given piece of paper and put them in alphabetical order.

Activity 10: Recognizing letters

Resources

Flash cards with letters written on them

Procedure

- Ask the children to tell you the sounds of the letters as you point to the letters on flash cards randomly.
- As the children become familiar with the letters, increase the speed of presentation so that they learn to respond quickly.
- Sometimes ask a child to ‘be the teacher’ as this builds up children's confidence and gives you the opportunity to watch and assess them as they respond.

Activity 11: Play (A board game)

1. Prepare the board, pieces and the dice.

2. Clarify the rules: Each player has a turn to throw the dice. As per the number in the dice, the given piece should be moved. The player has to say the word looking at the picture given in the box. A ladder means the piece climbs up through to its top box, and a snake means the piece climbs down to the bottom box of the snake's tail.
3. Give a model of how it is played: Slide/ throw the dice; look at the number there and place the piece accordingly.
4. Invite a group of students to be the players. Encourage them to enjoy as they play. Assist if they are not clear about the rules.
5. Change the turn for another group to play.
6. Compliment their performances.

Three-part example lesson for teaching the letter 's'

Resources

A picture of a snake

Card showing, on one side, a picture of a snake in the shape of the letter 's' with the letter 's' superimposed in black on the snake; on the other side, the letter 's'

Procedure

Hear it and say it

1. Display the picture of a snake.
2. Make a hissing noise as you produce the word 'snake', say **sssssnake** and make the snake into an s shape.
3. Weave your hand like a snake making an s shape, encouraging the children to do the same.
4. If any children in the room have names with the 's' sound in them, say their names, accentuating the ssss (e.g. Ssssandesh, Ssssarita, Sssssita).
5. Do the same with other words (e.g. **ssssand**, **bussss**) accepting suggestions from the children if they offer, but not asking for them.

See it and say it

1. On the card with the picture of the snake, move your finger down the snake from its mouth, saying ssss and saying **sssnake** when you reach its tail.
2. Repeat a number of times, encouraging the children to join in.
3. Write 's' next to the snake and say sssssssssss.
4. Ask the children to repeat sssssssssss.
5. Point to the snake and say **sssssnake** and to the s and say sssssssssss.
6. Repeat with the children joining in.
7. Put the card behind your back and explain that when you show the snake side of the card, the children should say **snake** and when you show the s side of the card, they should say 's'.

v) Activities for Reading

Activity 1: Reading alphabet

1. Attend the students to the alphabets (There are word- level reading activities too as the lessons progress.)
2. Give a model reading touching the alphabet 'a' and saying its sound /a/. (For word- level activities, read both the individual letter- sound and the entire word as a model.)
3. Invite the students to do the same, i.e. touch the alphabet and say its sound /a/.
4. Display the picture set.
5. Touch the picture of 'apple', and say /a/, /a/ and finally /apple/. Invite the students to do the same: say the sound /a/ and the word 'apple'
6. Follow the similar procedure for the pictures and words: 'ant', 'aeroplane' 'axe' and 'arrow'.

Activity 2: Find (Puzzle)

1. Show the picture of 'bird' to the class.
2. Tell how the puzzle is to be completed, i.e. the game starts from the picture of 'bird' and ends at the picture of 'nest', and the path has to be traced.
3. Invite the students to find out letter 'B' and trace the line with their pointer throughout the puzzle.
4. Make sure that they are pointing at the letters.
5. When the students reach the end, ask them to draw the correct path with crayons.

Activity 3: Match

Invite the students to recognize the alphabets. Point at each upper case letter at a time, and ask them to name it. Then, ask them to name the lower case letters in turn. When they have recognized the letters correctly, invite them to draw lines to join the corresponding letters.

Activity 4: Read (blending sounds)

1. Show a model of how the consonant and the vowel sounds make a blend, e.g. /mi/, /me/, /ma/, /mo/ etc.
2. Utter the sounds clearly showing the lips and shape of the mouth.
3. Display a blend on the board, e.g. /m/ + /i/, and model how it is pronounced.
4. Invite the students to point at the consonant sound in the middle and utter a blend joining it with a vowel.
5. Make sure they move their lips and mouth properly.

Activity 5: Read and discuss (Decodable words)

1. Show a model reading of the text.
2. Point the word at a time, and read it.
3. Point the entire sentence and read clearly.
4. Invite the students to follow your model while pointing at the words.

Activity 6: Match word with picture

1. Read the rhyming words in a set. Invite the students to follow after you.

2. Show the picture given after the words. Elicit whether the students can recognize the picture.
3. Ask the students to read the words in the set, and recognize the correct picture.

Activity 7: Circle the odd picture

1. Display the pictures.
2. Elicit from the students whether they can recognize the pictures.
3. Ask them to find which pictures have similar beginning letters and which one has a different letter in the set of four pictures.
4. Compliment their performance.

Activity 8: Reading decodable words

1. Arrange letter cards to teach few sets of words bus, tea, on, god...
2. Choose a set of cards at a time to teach a word.
3. Arrange students for individual/pair work.
4. Distribute a set of letter cards.
5. Ask them to make a meaningful word out of given set of letters.
6. Ask them to share their meaningful words.
7. Ask them to make more than one word using the same cards like out of g/o/d (letter cards) students may make two meaningful words like god and dog.

Activity 9: Read (Look and learn): Decodable words

1. Prepare flash cards for the given pictures. Highlight the initial letters.
2. Prepare a separate flash card for the alphabet to be taught.
3. Then display the flash cards with pictures turn by turn.
4. Ask the students to find the similarities between the alphabet flash and the word flash.

vi) Activities for writing

The students practise various pre-writing activities such as colouring pictures, drawing lines, tracing and writing in the sand. After the students are exposed sufficiently to such activities, they should be involved in various writing activities. The major writing activities at this decodable phase are:

- Colouring activities
- Activities for writing letters
- Activities for writing words and phrases

Colouring Activities

Activity 1: Colour the picture

1. Bring in the classroom a set of crayons/ colouring pens and an outline picture of an ant.
2. Display the picture to the class.
3. Chose a dark red colour (or a brown one), and model colouring the outline picture of the ant.
4. Follow the steps of colouring from the front to the back.
5. Arrange the colour sets for the students. Help them to choose an appropriate colour.
6. Invite them to start colouring the outline picture following the sequence from the front to the back.

7. Monitor their activities; after they have completed colouring, compliment them saying ‘good/ excellent/ well done/ thumb up, etc.’”

Activity 2: Colouring (Objects found in nature)

1. This is the activity that the students really enjoy. You may supply some additional picture outlines for the students to colour.
2. Tell the students that the natural objects are of particular colours. Find out if they know the colour of the natural objects.
3. Make sure that the students have the required colour pencils and crayons.
4. Now ask them to colour the given object/s.
5. Move around the class when the students work. Assist the students who find difficulty in doing the activity.
6. Give the children enough time to complete the task.
7. Mark the coloured pictures and display them in the classroom walls

Activity 3: Colour the picture for a sound/letter

1. Invite the students to name the pictures. Point one picture at a time and ask them to name.
2. Speak out the word for a picture. Elicit from the students asking ‘Which picture has ‘d’? When the students have recognized the pictures that have the names with the letter ‘d’, ask them to colour those pictures.
3. Give compliments for their accomplishments.

Activities for Writing Letters

Activity 1: Writing the letter 'A'

1. Draw a four-line frame on the board.
2. Display the stages for writing the letter ‘A’, e.g. there are three lines to be drawn: diagonal up, diagonal down and horizontal lines. Show the palm movements clearly.
3. Invite the students to write over the dots for the upper case ‘A’ at three stages as mentioned above.
4. Display the stages for writing the lower case letter ‘a’, e.g. there are two lines to be drawn: anti-clock round and down from the initial point. Show the palm movements clearly.
5. Invite the students to write over the dots for the lower case ‘a’ at two stages as mentioned above.

Activity 2: Write a-z (small letters)

1. Elicit from the students the names of the pictures.
2. Ask them to read the incomplete words below the pictures. Also elicit from them which letter is missing for each picture.
3. When oral discussion is over, invite the students to write the missing letters to complete the words.
4. Compliment their performance.

Activity 3: Copying

1. Instruct the students to get ready with their writing pads and pencils.

2. Ask them to look at the source alphabets, and copy them onto their writing pad.
3. Monitor the activities of the students; make sure that they follow the patterns of palm/ finger movements.

Activity 4: Writing letters

1. Draw a four-line frame on the board.
2. Display the stages for writing the letter for example, ‘A’. For instance, there are three lines to be drawn: diagonal up, diagonal down and horizontal. Show the palm movements clearly.
3. Invite the students to write over the dots for the upper case ‘A’ at three stages as mentioned above.
4. Display the stages for writing the lower case letter ‘a’, e.g. there are two lines to be drawn: anti-clock round and down from the initial point. Show the palm movements clearly.
5. Invite the students to write over the dots for the lower case ‘a’ at two stages as mentioned above.

Activity 5: Writing lower case letters

1. Practice in advance how each lower case letter is formed.
2. Make sure students understand and follow the pattern of lines- central letters, lines- upward letters and lines- downward letters in the English alphabet.
 - Letters that remain between the lines at the centre: a, c, e, i, m, n, o, r, s, u, v, w, x, z
 - Letters that go up to the first line: b, d, h, k, l, t
 - Letters that go down to the fourth line: f, g, j, p, q, y

Activity 6: Writing an alphabet/letter

1. Display a sample of the four-line frame of writing. A four-line frame contains three lines at an equal gap. The two lines in the middle serve as the basis, and some letters extend up and some letters extend down the lines at the centre.



2. Display the steps and the direction of palm/finger movement.
3. Distribute the worksheet for the day. The worksheet should contain a letter marked with the steps and direction for writing, and a sufficient space for writing the letter repeatedly. You can also use dots to form the letter initially.
4. Make sure that worksheet has a frame of the four lines.
5. Ask the students to follow the steps properly.
6. Repeat the activity several times.
7. Make sure that students control the pencil, palm, paper and body posture properly while making print.

Activity 7: Writing the letter 'a'

1. Arrange for the practice of writing letter 'a' following the steps in 6 above.
5flkPsf] ufO8nfOgsf] k]h gDa/ ^% df ePsf] a sf] lrq /fVg].
2. Display the pictures, the objects and the words (apple, cat, tea). Name the objects/ pictures.
3. Read the word and refer to the picture.
4. Distribute the worksheet containing the space for 'a' in the words: apple, cat, tea.
_____ pple c ___ t te _____
5. Ask the student to fill in the missing letter 'a' in each word.
6. Arrange for a repeated practice of the same.

Activity 8: Write a-z (small letters)

1. Show pictures that begin from the letters a-z, and write incomplete words below each picture omitting one letter in each word.
2. Elicit from the students the names of pictures.
3. Ask them to read the incomplete words below the pictures. Also elicit from them which letter is missing for each picture.
4. When the oral discussion is over, invite the students to write the missing letters to complete the words.
5. Compliment their performance.

Activity 9: Writing alphabet

1. Arrange sand or mud trays.
2. Take students outside.
3. Ask them to use index finger to draw lines.
4. Ask them to make circles.
5. Ask them to make half circles.
6. Demonstrate drawing like 'a' on the sand.
7. Ask them to draw 'a' on the sand.
8. Demonstrate drawing 'A' on the sand.
9. Ask them to draw 'A' on the sand.
10. Demonstrate drawing 'b', 'c'.... and ask them to do individually.

Activity 10: Quick-write letters

Resources

White board and markers

Procedure

1. Invite two students to the front of the class, and give each of them a marker.
2. Say a letter-sound, and ask the children to write it, saying the letter formation pattern as they do so.

Activities for Writing Words and Phrases

Activity 1: Match (Noun Phrases and Pictures)

1. Tell the students that on one side there are noun phrases and on the other side pictures (in jumbled order) that go along with the phrases.
2. Read out the phrases aloud and make the students repeat the phrases after you.
3. Now ask them to match the phrases with the pictures.
4. Move around the class when the students work. Assist the students who find difficulty in doing the activity.
5. Finally mark the answers of the students.

Activity 2: Look and Write (Arranging letters to make new words)

1. Ask the students to look at the pictures very carefully.
2. Tell them that their names can be found after arranging the letters given against each picture.
3. Now ask the students to write the names of the objects.
4. Move around the class when the students work. Assist the students if they have difficulty in doing the activity.
5. Finally, mark their answers.

Post Decodable Phase

After introducing all the language symbols (alphabets), the course starts with post decodable phase for 36 lessons. This phase focuses on developing fluency, vocabulary, and comprehension. The aim of this phase is to enable students read the level appropriate connected texts accurately, with speed and expression. Students, in this phase, learn vocabulary and practice comprehension through the connected texts they read each day. The texts in this phase are also increasing with greater complexity and preparing students for grade 2. Creative writing is the skill focused as the writing scheme of this phase. The major activities of this phase are:

- Listening and speaking
- Reading and learning new words and concepts
- Reading for fluency (Reading texts with accuracy, speed and fluency)
- Reading for comprehension (reading and doing comprehension tasks) orally as well as in writing
- Writing (words and sentences)

Themes 2 to 10 are addressed at this phase.

| | |
|-------------------------------|-------------------------|
| Theme 2: My Daily Life | Subject: English |
| Working hour: 5 | Grade: One |

Overview of the theme

This theme ensures the learning of the days of the week, moods, expressing ability and inability and telling time. Similarly, students will also learn the skills of listening, speaking, reading and writing. They will be engaged with reading comprehension activities. Moreover, they will enhance the soft skills like; collaboration, communication, managing daily life and self-discipline throughout this theme.

Following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|--|
| Central idea | Days of the week and time of clock |
| Line of inquiry | <ul style="list-style-type: none"> ● Expressing moods, ability and inability, telling time and days of the week ● Reading for fluency and comprehension ● Instructing and following ● Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none"> ● Daily activities ● Moods ● Ability and inability ● Time of clock ● Days of the week |
| Soft skills | <ul style="list-style-type: none"> ● Time management ● Managing daily life ● Self-discipline ● Self-management ● Team work ● Communication ● Self-awareness ● Taking care of self |

The following language functions are included in this theme:

| S.N. | Language functions | Structures/forms |
|------|--------------------------------|---|
| 1 | Talking about days of the week | What day is today? It's Monday. Is it Monday? Today is Friday. |
| 2 | Expressing ability | I can dance. She can sing. He can jump. |
| 3 | Telling time | It's 7 o'clock. It's 4 o'clock. |

Learning Outcomes

Listening

1. Recognize, identify and produce rhyming words. (e.g. cat →bat, sat)
2. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
3. Recognize and comprehend words and simple expressions.
4. Respond to the audio or the teacher non-verbally and verbally.
5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Imitate and produce sounds and words.
2. Pronounce grade appropriate words correctly.
3. Ask and answer short, simple questions.
4. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Put sounds together to read words and sentences.
2. Recognize and read familiar words accompanied by visuals
3. Perform rhymes and chants with appropriate rhyme and rhythm.
4. Understand the meaning of grade appropriate words.
5. Read words, simple sentences and short paragraphs correctly.

Writing

6. Use correct spelling of the words.
7. Write simple phrases and sentences independently.
8. Demonstrate good handwriting skills.

Teaching learning activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|--|--|--|------------------------------|---|-------------------------------|-------------------------------------|--|--|
| | Phonological awareness | Listening (comprehension) | Speaking/Language functions | Graphophonic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 75 | Listen to different action words and act them. | Listen to different action words and act them. | Expressing with action verbs | Writing action verbs | Pronunciation practice of words Understanding the meaning of words | Reading of a text for fluency | Reading of a text for comprehension | Writing action words | come, go, wash, eat, drink, clean, cut, comb, brush, see, etc. |
| 76 | Listening to someone talking his/her ability/inability | Listening to someone talking his/her ability/inability | Expressing ability and inability using can and can't | Using can/can't | Meaning and pronunciation of topic related vocabulary | Reading a text for fluency | Reading of a text for comprehension | Writing sentences expressing ability and inability | can, can't, climb, jump, fly, sing, dance, read, write, draw, etc. |
| 77 | Discussion on different feelings (e.g. happy, sad, etc.) | Discussion on different feelings (e.g. happy, sad, etc.) | expressing moods (e.g. | Matching words with pictures | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing the name of pictures | moods, happy, sad, angry, cry |

| | | | | | | | | | |
|----|--------------------------------------|--------------------------------------|----------------------------------|------------------------------|--|-------------------------------|-------------------------------------|---------------------------|--|
| 78 | Listening to a time table | Listening to a time table | telling time | Matching pictures with time | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing time | Timetable, clock |
| 79 | Listening to a rhyme of days of week | Listening to a rhyme of days of week | talking about the days of a week | Unscrambling jumbled letters | Meaning and pronunciation of key words | reading of days of a week | Not any | writing of days of a week | Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday |

Theme 3: My School

Subject: English

Working hour: 5

Grade: One

Overview of the theme

A learner interacts with friends, teachers and the things in school and builds knowledge independently. Learning of a child should be linked to his/her prior knowledge. So the learners will learn to talk about present action, give simple commands, ask for permission. They need to be able to talk about the things in the school and their classroom. Similarly, they play different games and talk about them. They will develop phonemic and graphophonemic awareness along with learning to read fluently. They will also involve in some comprehension tasks after reading of a text. The soft skills like communication skill, team work and active listening will also be learnt throughout the theme.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|--|
| Central idea | Giving commands, asking for permission, getting familiar with the things in school and games |
| Line of inquiry | <ul style="list-style-type: none">• Identifying• Instructing and following• Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none">• Classroom• Games• Friends and teacher |
| Soft skills | <ul style="list-style-type: none">• Communication skills• Team work• Active listening• Self-awareness |

The following language functions are included in this theme:

| S.N. | Language functions | Structures/forms |
|------|-------------------------------|---|
| 1 | Talking about present actions | She is drinking. He is dancing. I am writing. |
| | Giving simple commands | Sit down. Stand up. Come here. Be quiet. |

| | | |
|--|-----------------------|--|
| | Asking for permission | May I play? Yes, you can. No, you can't. |
|--|-----------------------|--|

Learning Outcomes

Listening

1. Recognize and comprehend words and simple expressions.
2. Respond to the audio or the teacher non-verbally and verbally.
3. Respond to simple commands and questions.
4. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Imitate and produce sounds and words.
2. Pronounce grade appropriate words correctly.
3. Ask and answer short, simple questions.
4. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Put sounds together to read words and sentences.
2. Recognize and read familiar words accompanied by visuals
3. Perform rhymes and chants with appropriate rhyme and rhythm.
4. Understand the meaning of grade appropriate words.
5. Read words, simple sentences and short paragraphs correctly.
6. Retrieve specific information from simple sentences.

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Give basic personal information in writing (e.g. name, address, age, nationality).
7. Demonstrate good handwriting skills.

3. Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|------------------------|---------------------------|-------------------------------|---------------------------|------------|---------------------|---------------------------|---------|------------|
| | Phonological awareness | Listening (Comprehension) | Speaking / Language functions | Grapho phonemic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| | | | | | | | | | |

| | | | | | | | | | |
|-----|---|---|---|--|--|-------------------------------|-------------------------------------|-------------------|---|
| 80. | Listening to and following instruction | Listening to and following instruction | Giving simple commands/instructions | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text | Matching | Come, go, sit, stand, look, make, play, read, write, here there, book, homework, etc. |
| 81. | Listening to someone asking for permission | Listening to someone asking for permission | Practice of exponent of asking for permission | Identification, pronunciation and writing of words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | may, come, go, play, sit, watch, read, draw, sir, madam, television, movie, etc. |
| 82. | Listening to someone introducing himself, herself | Listening to someone introducing himself, herself | Introducing self | Identification, pronunciation and writing of words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | I, am, teacher, student, girl, boy, read, class, years, etc. |
| 83. | Listening to a picture description | Listening to a picture description and identifying things | Talk about the things in the classroom | Things in classroom | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | board, desk, table, rack, bench, dustbin |
| 84. | Listening to a discussion on different games | Listening to a discussion on different games | Talking about games | Matching words with pictures | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | football, volleyball, cricket, skipping |

Theme 4: Our Environment

Subject: English

Working hour: 4

Grade: One

Theme Overview

A child's surrounding is a great resource for learning. The child's experience of his surrounding will be utilized in this theme. S/he will be able to identify the things and talk about present actions. They will also learn the words related to the theme and prepositions to talk about the location, too. They will be familiar with different colours and flowers. Moreover, they will learn to use this and that in their day to day communication. The learners will learn communication skills, information management skills, respect for environment; and active listening skills.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|--|
| Central idea | Using preposition, identifying colours, naming flowers and using this and that |
| Line of inquiry | <ul style="list-style-type: none">• Identifying• Colouring, drawing, matching• Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none">• Preposition• Colours• Traffic light• Flowers• This/that |
| Soft skills | <ul style="list-style-type: none">• Information management• Respect for environment• Respect for diversity• Communication• Active listening• Responsibility• Collaboration• Team work |

The following language functions are included in this theme

| S.N. | Language functions | Structures/forms |
|------|--|--|
| | Identifying | The rose is red. The banana is yellow. The lotus is white. |
| | Describing location | Is this a flower? Yes, it is. What is this? This is a bird. Where do you live? I live in Chitwan. |
| | Identifying colours | The rose is red. The banana is yellow. The lotus is white. |
| | Asking and answering 'yes/no' and 'wh' questions | Is this a flower? Yes, it is. What is this? This is a bird. Where do you live? I live in Chitwan. |

Learning outcomes

Listening

1. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
2. Recognize and comprehend words and simple expressions.
3. Respond to the audio or the teacher non-verbally and verbally.
4. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Ask and answer short, simple questions.
3. Sing or recite a song/chant by listening to the teacher or an audio.
4. Name people, objects and places and describe them with adjectives.

Reading

1. Put sounds together to read words and sentences.
2. Recognize and read familiar words accompanied by visuals
3. Perform rhymes and chants with appropriate rhyme and rhythm.
4. Understand the meaning of grade appropriate words.
5. Read words, simple sentences and short paragraphs correctly.
6. Retrieve specific information from simple sentences.
7. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Demonstrate good handwriting skills.

c) Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|---|---|------------------------------|------------------------------------|---|-------------------------------|-------------------------------------|---------------------------------------|--|
| | Phonological awareness | Listening (Comprehension) | Speaking/ Language functions | Grapho phonemic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 85. | Discussion of a picture related to location | Discussion of a picture related to location | Telling location using 'on' | Match picture with location words | Meaning and pronunciation of topic related vocabulary | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences expressing location | on, bird, tree, girl, mat, book, table, roof, cupboard, etc. |
| 86. | Discussion about the picture of a rainbow | Discussion about the picture of a rainbow | Talking about colors | Identifying colours | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | colors white, black, green, blue, yellow |
| 87. | Discussion on flowers and their colours | Discussion on flowers and their colours | Talking about flowers | Unscrambling letters to make words | Meaning and pronunciation of key | Reading of a text for fluency | Reading of a text for comprehension | Writing words | rose, lotus, sunflower, |

| | | | | | | | | | |
|-----|---|---|--|---------------|--|-------------------------------|-------------------------------------|---------------|--|
| | | | | | words | | | | marigold |
| 88. | Listening to a conversation using this and that | Listening to a conversation using this and that | Using this and that Asking and answering (using wh-questions) | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing words | this, that, what, tree, grass, bird, nest, egg |

1. Overview of the Theme

Children love their belongings a lot. They want to keep their things safe. They become happy when someone praises their belongingness. In such case, they can be useful for language teaching. A learner will learn to use prepositions of location, take care of his, her belongings, follow model reading and recite rhymes throughout the theme. The soft skills like taking care of one's belongings, communication skills, active listening, and respect for diversity will also be enhanced.

| | |
|--------------------|---|
| Central idea | <ul style="list-style-type: none"> Using prepositions of location, naming one's belongings |
| Line of inquiry | <ul style="list-style-type: none"> Using prepositions of location Colouring, drawing, matching Taking care of one's belongings Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none"> Prepositions of location Things in home Clothes |
| Soft skills skills | <ul style="list-style-type: none"> Integrity/honesty Collaboration Taking care of one's belongings Active listening |

| S.N. | Language functions | Structures/forms |
|------|------------------------|--|
| 1. | Describing possessions | This is my book. That is your pen. It is his/her house. My uncle has a bicycle. |

2. Learning Outcomes

Listening

- Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
- Recognize and comprehend words and simple expressions.
- Respond to the audio or the teacher non-verbally and verbally.
- Respond to simple commands and questions.

5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Ask and answer short, simple questions.
3. Sing or recite a song/chant by listening to the teacher or an audio.
4. Name people, objects and places and describe them with adjectives.

Reading

1. Recognize and read familiar words accompanied by visuals
2. Perform rhymes and chants with appropriate rhyme and rhythm.
3. Understand the meaning of grade appropriate words.
4. Read words, simple sentences and short paragraphs correctly.
5. Retrieve specific information from simple sentences.
6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Demonstrate good handwriting skills.

3. Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|---|---|---|------------------------------------|---|-------------------------------|-------------------------------------|--|--|
| | Phonological awareness | Listening (Comprehension) | Speaking/Language functions | Grapho phonemic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 89. | Discussion of a situational picture showing location | Discussion of a situational picture showing location | Describing, asking and answering about location | Unscrambling letters to make words | Meaning and pronunciation of topic related vocabulary | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | in, bag, cupboard, basket, dustbin, cage, box, etc. |
| 90. | Discussion of a situational picture showing location | Discussion of a situational picture showing location | Describing, asking and answering about location | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | look at the picture and write five words | under, table, bed, chair, sofa, shoes, ball, bat, gloves, helmet, etc. |
| 91. | Discussion of a situational picture showing different belongings of a child | Discussion of a situational picture showing different belongings of a child | Talking about one's own belongings | Unscrambling letters to form words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing sentences | mirror, mat, clock, chair, television, sofa, fan, table |
| 92. | Listening to a conversation related to clothes | Listening to a conversation related to clothes | Talking about cloths | Matching picture with words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing words/sentences | socks, shirt, tie, jacket, frock, socks, ribbon, etc. |

Theme 6: Our Culture**Subject: English****Working hour: 2****Grade: One****1. Overview of the Theme**

Learning culture helps in socialization. Similarly, language is one of the crucial aspects of culture as they have been intricately related/ interwoven. So, learning culture becomes helpful in language acquisition. Culture shapes our behaviour as there are codes of conduct for smooth operation of society. Thus, throughout this theme, the learner will learn to different vocabularies related to festivals, talk about age and use numbers one to twenty. The soft skills like intercultural skills, communication skills, multi literacy skills and respect for diversity will also be enhanced.

| | |
|-----------------|---|
| Central idea | <ul style="list-style-type: none"> • Knowledge of festivals, talking about age and learning number names |
| Line of inquiry | <ul style="list-style-type: none"> • Colouring, drawing, matching • Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none"> • Development of vocabulary • Festivals • Number names |
| Soft skills | <ul style="list-style-type: none"> • Tolerance • National identity • Democratic participation • Respect for diversity • Communication • Building rapport with others • Intercultural skills • Multi-literacy skills |

| S.N. | Language functions | Structures/forms |
|------|---|---|
| 2. | Asking and answering about age | How old are you? How old is Sita? I'm six. She's seven. |
| 3. | Understanding and using numbers (one to twenty) | It's my sixth birthday. There are fifteen days in Dashain. |

2. Learning Outcomes

Listening

1. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
2. Recognize and comprehend words and simple expressions.
3. Respond to the audio or the teacher non-verbally and verbally.
4. Respond to simple commands and questions.
5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases.
3. Ask and answer short, simple questions.
4. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Recognize and read familiar words accompanied by visuals.
2. Perform rhymes and chants with appropriate rhyme and rhythm.
3. Understand the meaning of grade appropriate words.
4. Read words, simple sentences and short paragraphs correctly.
5. Retrieve specific information from simple sentences.
6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Give basic personal information in writing (e.g. name, address, age, nationality).
7. Demonstrate good handwriting skills.

3. Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|---|---|--|---|--|-------------------------------|-------------------------------------|-------------------------|--|
| | Phonological awareness | Listening (Comprehension) | Speaking/L language functions | Grapho phonemic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 93. | Discussion on a picture related to festival | Discussion on a picture related to festival | Talking about festivals | Unscrambling letters to make words/ Unscrambling words to make sentences | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Write words/sentences | Our culture, Dashain Tihar Eid Christmas Lhosar, Chhat, Hindus, Buddhists, Muslims, Christians, Temple, Monastery, Mosque, Church, etc. |
| 94 | Discussion on a picture related to festival | Discussion on a picture related to festival | Talking about age Understanding numbers (one to twenty) | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing number in words | Our Culture are, how, old you, birthday, years, one, two,.... |

Theme 7: Communication Technology and Market

Subject: English

Working hour: 3

Grade: One

Overview of the theme

Use of technology is inevitable at present as the present era is considered the age of science and technology. Use of communication technology keeps the children active in developing multi literacy. This can be a good source of knowledge for them. Kids learn different skills independently with the help of communication technology. Through such technology, the kids will see how a particular bit of language is used in context.

Similarly, children like to visit shops and enjoy things of their immediate interest. They like to buy things ranging from sweets to toys. Their preferences are influenced mostly by their peers. They are attracted mostly to the colour, taste, shape and size of the goods at shops. Learning about shopping also helps students understand and express concepts in a more contextual way by correctly using the terms. As a result, they can get an authentic context to listen, comprehend and, express their concepts and skills about their day-to- day activities. By getting exposed to contexts, pictures, words and interactions, they learn the names of markets and goods, and develop a foundation naming goods and shops, and tastes and quantity. Children will develop vocabulary related to various jobs, foods and vehicle along with talking about them. They will also develop the skills like communication skills, information management skills and multi literacy The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|--|
| Central idea | Talking about jobs, food and vehicles |
| Line of inquiry | <ul style="list-style-type: none">• Identifying• Drawing, matching• Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none">• Development of vocabulary• Jobs• Foods• Vehicles |
| Soft skills | <ul style="list-style-type: none">• Communication• Information management• Respecting• Building rapport with others• Multi-literacy skills |

The following language functions are included in this theme

| S.N. | Language functions | Structures/forms |
|------|--------------------|---|
| | Talking about jobs | He is a pilot. She is a doctor. He is a shopkeeper. He is a nurse. |

Learning outcomes

Listening

1. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
2. Recognize and comprehend words and simple expressions.
3. Respond to the audio or the teacher non-verbally and verbally.
4. Respond to simple commands and questions.
5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases.
3. Ask and answer short, simple questions.
4. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Recognize and read familiar words accompanied by visuals
2. Perform rhymes and chants with appropriate rhyme and rhythm.
3. Understand the meaning of grade appropriate words.
4. Read words, simple sentences and short paragraphs correctly.
5. Retrieve specific information from simple sentences.
6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Demonstrate handwriting skills.

Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|-------------------------------------|-------------------------------------|-----------------------------|------------------------------------|--|-------------------------------|-------------------------------------|-------------------|--|
| | Phonological awareness | Listening (comprehension) | Speaking/Language functions | Graphophonic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 95. | Discussion on jobs of people | Discussion on jobs of people | Talking about jobs | Identifying words from a puzzle | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | farmer, teacher, porter, doctor, driver |
| 96. | Discussion on different food items | Discussion on different food items | Talking about food | Unscrambling letters to make words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | rice, milk, curry, water, egg, meat |
| 97. | Discussion of a situational picture | Discussion of a situational picture | Talking about vehicles | Matching words with pictures | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | bus, van, car, aeroplane, bicycle, tempo |

Theme 8: Fruits and Vegetables

Subject: English

Working hour: 3

Grade: One

Overview of the theme

Language learning becomes contextual and effective when the students get opportunity to see, touch, listen and speak about their favorites. Receiving language input through chants, crafts, activities, games, and other resources, the students feel excited about naming and describing fruits and vegetables, their size, colour and tastes. By making fun with **listening and oral production**, repeating with different actions, answering questions and describing fruit-and-vegetable-related activities, the students develop a sound basis for receptive and productive use of English. In this theme, learners will develop the vocabulary related to fruits and vegetables. They will also learn to use the articles 'a' and 'an'. They will also be familiar with the plural forms of some nouns. The soft skills like creative thinking, problem solving and information management will also be developed through the theme.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|---|
| Central idea | Names of fruits and vegetables, use of articles and plurals |
| Line of inquiry | <ul style="list-style-type: none">• Identifying• Colouring, drawing, matching• Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none">• Development of vocabulary• Fruits• Vegetables |
| Soft skills | <ul style="list-style-type: none">• Communication• Creative thinking• Information management skills• Problem solving |

The following language functions are included in this theme

| S.N. | Language functions | Structures/forms |
|------|--------------------|-------------------------------------|
| | Giving information | This is an apple. That is a bag. |

| | | |
|--|--|------------------------------------|
| | | It is a book. She is a student. |
|--|--|------------------------------------|

Learning outcomes

Listening

1. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
2. Recognize and comprehend words and simple expressions.
3. Respond to the audio or the teacher non-verbally and verbally.
4. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Ask and answer short, simple questions.
3. Sing or recite a song/chant by listening to the teacher or an audio.
4. Name people, objects and places and describe them with adjectives.

Reading

1. Recognize and read familiar words accompanied by visuals
2. Perform rhymes and chants with appropriate rhyme and rhythm.
3. Understand the meaning of grade appropriate words.
4. Read words, simple sentences and short paragraphs correctly.
5. Retrieve specific information from simple sentences.
6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Demonstrate good handwriting skills.

Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|---------------------------------|---------------------------------|---------------------------------|------------------------------|--|-------------------------------|-------------------------------------|-------------------|--|
| | Phonological awareness | Listening (comprehension) | Speaking/Language functions | Graphophonemic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 98. | Discussion on fruits | Discussion on fruits | Talking about fruits | Matching words with pictures | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | apple, mango, coconut, grapes, banana, papaya |
| 99. | Giving information with plurals | Giving information with plurals | Giving information with plurals | Matching words with plurals | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | a, an, tree, book, cat, apple, eye, egg, umbrella, dog, girl, bag, red, green, mango |
| 100. | Discussion of vegetables | Discussion of vegetables | Talking about vegetables | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | potato, tomato, onion, pumpkin, cauliflower, cucumber |

Theme 9: Hobbies and Interests

Subject: English

Working hour: 2

Grade: One

Overview of the theme

Children involve in several activities on a daily basis. They have different means of getting fun and entertainment for example: Their family, culture, their preferences, likes and hobbies. They like to play with toys, experiment with things and explore different activities. Activities that they carry out and that are interesting to carry out give a real meaning for doing them. Children also develop their own routines of doing different things. They like to play games, listen to music, watch TV, ride bicycle and so on. They also take part in family, school and social activities. By getting exposed to their interests and hobbies and by involving in their activities of interest, children develop comprehension, vocabulary, inductive grammatical sensitivity and expressive skills in English. They will learn to express their likes and dislikes. The soft skills like communication skills, self-esteem, active listening and problem solving skills will also be enhanced throughout the theme.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|---|
| Central idea | Expressing likes and dislikes |
| Line of inquiry | Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none">• Development of vocabulary• Hobbies and interests |
| Soft skills | <ul style="list-style-type: none">• Creativity• Creative thinking• Self-esteem• Communication• Active listening |

The following language functions are included in this theme

| S.N. | Language functions | Structures/forms |
|------|-------------------------------|---|
| | Expressing likes and dislikes | I like fruits. I like dancing. I like to read books. I like milk. I don't like singing. |

Learning outcomes

Listening

1. Recognize and comprehend words and simple expressions.
2. Respond to the audio or the teacher non-verbally and verbally.
3. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Ask and answer short, simple questions.
3. Sing or recite a song/chant by listening to the teacher or an audio.

Reading

1. Recognize and read familiar words accompanied by visuals
2. Perform rhymes and chants with appropriate rhyme and rhythm.
3. Understand the meaning of grade appropriate words.
4. Read words, simple sentences and short paragraphs correctly.
5. Retrieve specific information from simple sentences.
6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Demonstrate good handwriting skills.

Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|--|--|-------------------------------|------------------------|--|-------------------------------|-------------------------------------|-------------------|--|
| | Phonological awareness | Listening (comprehension) | Speaking/ Language functions | Graphophonic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 101 | Listening to a conversation, expressing likes and dislikes | Listening to a conversation expressing likes and dislikes | Expressing likes and dislikes | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | like, fruit, grass, bones, read, dance, draw, play, jump, paint |
| 102 | Listening to a conversation, expressing likes and dislikes | Listening to a conversation, expressing likes and dislikes | Expressing likes and dislikes | Unscrambling words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading of a text for comprehension | Writing sentences | like, dislike, leaves, corn, rice, carrot, read, write, sing, dance, play, paint, draw |

Theme 10: Birds and Animals

Subject: English

Working hour: 6

Grade: One

Overview of the theme

Young children have a natural curiosity about birds and animals. Such birds and animals are easily found in abundance in their surroundings, too. They love to listen and talk about birds and animals, and their unique characteristics. Children naturally want to know about the habitats, food and other behaviours of birds and animals. While naming birds and animals, seeing them and listening and speaking about them, children develop foundation skills of language for describing size, shape, colour, food, habitats, etc. They also develop expressive skills in telling chants, stories and imagination. They will also learn to describe objects, pictures, and animals using adjectives, describing location using preposition (in, on, under), and naming birds and animals. They will also learn the soft skills like communication skills, respect for nature and critical thinking skills.

The following are the central idea, line of inquiry, concept and soft skills for this theme:

| | |
|-----------------|--|
| Central idea | Names of birds and animals, describing using adjectives, describing location using preposition (in, on, under) |
| Line of inquiry | <ul style="list-style-type: none">• Identifying• Colouring, naming, drawing,• Practising vocabulary, listening, speaking, reading and writing skills |
| Concept | <ul style="list-style-type: none">• Development of vocabulary• Birds• Animals |
| Soft skills | <ul style="list-style-type: none">• Respect for nature• Communication• Critical thinking |

The following language functions are included in this theme

| S.N. | Language functions | Structures/forms |
|------|--|--|
| | Describing objects, pictures and animals | This is a big elephant. The elephant has a big body. The bird is flying. Rama has black eyes. Mina is tall. Crow is a black bird. |

Learning outcomes

Listening

1. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards).
2. Recognize and comprehend words and simple expressions.
3. Respond to the audio or the teacher non-verbally and verbally.
4. Respond to simple commands and questions.
5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.).

Speaking

1. Pronounce grade appropriate words correctly.
2. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases.
3. Ask and answer short, simple questions.
4. Sing or recite a song/chant by listening to the teacher or an audio.
5. Name people, objects and places and describe them with adjectives.

Reading

1. Recognize and read familiar words accompanied by visuals
2. Perform rhymes and chants with appropriate rhyme and rhythm.
3. Understand the meaning of grade appropriate words.
4. Read words, simple sentences and short paragraphs correctly.
5. Retrieve specific information from simple sentences.
6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.)

Writing

1. Write letters and words in a straight line from left to right with regular spacing between words.
2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.
3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.
4. Use correct spelling of the words.
5. Write simple phrases and sentences independently.
6. Demonstrate good handwriting skills.

Teaching Learning Activities

| Lesson | Listening and speaking | | | Reading | | | | Writing | Vocabulary |
|--------|-------------------------------------|-------------------------------------|---|------------------------------|--|-------------------------------|---------------------------|-------------------|---|
| | Phonological awareness | Listening (comprehension) | Speaking/ Language functions | Graphophonemic awareness | Vocabulary | Reading for fluency | Reading for comprehension | | |
| 103 | Listening to a rhyme | Listening to a rhyme | Reciting rhyme Talking about wild animals | Matching pictures with words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing sentences | tiger, elephant, bear, deer, monkey, jackal |
| 104 | Discussion on a situational picture | Discussion on a situational picture | Talking about birds | Matching words with pictures | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing sentences | Birds a cock, duck, parrot, pigeon |
| 105 | Discussion on a situational picture | Discussion on a situational picture | Talking about birds | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing sentences | row, dove, sparrow, peacock |
| 106 | Discussion on a situational picture | Discussion on a situational picture | Describing location using preposition (in, on, under) | Writing words | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing sentences | in, on, under, bird, elephant, rat, hole, cat, rabbit, table, hole, pit, mat, |

| | | | | | | | | | |
|-----|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|--|-------------------------------|---------------------------|-------------------|--|
| | | | | | | | | | carrot, please, welcome, thanks |
| 107 | Discussion on a situational picture | Discussion on a situational picture | Describing objects using adjectives | Matching words with pictures | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing words | big, small, short, tall, fat, thin |
| 108 | Discussion on a situational picture | Discussion on a situational picture | Talking about animals | Finding words from a puzzle | Meaning and pronunciation of key words | Reading of a text for fluency | Reading for comprehension | Writing sentences | buffalo, cow, pig, goat, dog, cat, pet |

Elaboration of the Major Activities of the Post-Decodable Phase

The major activities of the post decodable phase are elaborated below:

Activities for Listening and Speaking

Activity 1: Simon says

1. Tell the class to follow the instruction only if it is preceded by the expression 'Simon says'. Give some instructions to the class.
2. Use the expression 'Simon says' with instruction. For example,
T : Simon Says "Clap."
Ss : (They clap)
T : Clap.
Ss : (They do not clap.) (The one who claps will be out from the game.)

Activity 2: Telling stories

Tell a well-known story, read a story from a book; or play a recording of a story.

Tips for story telling

1. Use story skeletons to help you remember the key events.
2. Tell the story in your own words.
3. Create your own version of the story (adapt and improvise).
4. Vary the volume, pitch and tempo of your voice.
5. Use your face, body and gestures (let your body speak).
6. Have a clear focus and maintain concentration.
7. Maintain eye contact with the audience/ individual listeners.
8. Use your space/be dynamic.
9. Remember to pace yourself.
10. Use silence and pauses to add dramatic effect.

Activity 3: Songs

1. Sing a song yourself, or play a recording of one.
2. Ask the students to listen to it carefully.
3. Help them with the meaning of song.

Activity 4: Following instructions

1. Give instructions for doing certain thing, e.g. actions, drawing pictures, etc.
2. Learners follow the instruction. Support them as required.

Activity 5: Ticking off items

1. Provide a list, text or picture to the students.
2. Ask them to mark or tick off words/components as they hear them within a spoken description, story or simple list of items.

Activity 6: True/false

1. Give the learners listening task. Make them clear about what to do.
2. Play the audio or read the passage aloud, and ask the students to do true/false task. The listening passage should consist of a number of statements, some of which are true and some false.
3. Learners tick or cross to indicate whether the statements are right or wrong.

Activity 7: Dictating mistakes

1. Tell a story or describe something the class knows, but with a number of deliberate mistakes or inconsistencies.
2. Listeners raise their hands or call out when they hear something wrong.

Activity 8: Answering questions

1. Give learners one or more questions that demand full responses in advance.
2. Learners listen to the audio and answer the questions.

Activity 9: Picture describing I

1. Display a picture to the class.
2. Ask some general questions about the picture.
3. Help the students by providing the vocabulary and structures needed to describe the picture.
4. Provide a model description to the students.
5. Ignore the learner's errors and encourage them to speak.

Activity 10: Look and Complete (Picture Describing II)

1. Ask the students to look at the picture/s very carefully. You may ask some relevant short questions from the picture.
2. Tell them the names of the objects, if there are any unfamiliar ones.
3. Now ask the students to do the given activity. (The activity may be completing sentences, multiple choice questions or completing the answers)
4. Move around the class when the students work. Assist the students who have difficulty in doing the activity.
5. Finally, mark the answers of the students.

Activity 11: Picture narrating

This activity is based on several sequential pictures.

1. Divide the class into small groups.
2. Display a sequence of pictures to the class.
3. Ask the students to tell the story by putting the pictures in a proper order.
4. Provide words and structures as clues.
5. Ignore the learner's errors and encourage them to speak.

Activity 12: Group discussion

1. Divide the class into small groups and give a topic for discussion. For example, "My Favourite Animal".
2. The time should be specified for the discussion.

3. Encourage the students to express their personal opinion on a given topic, argue and counter argue.
4. Assist the groups as required.

Reading New Words and Expressions (Vocabulary)

Vocabulary refers to the words we must know to communicate effectively. In general, it can be divided into two types: oral vocabulary and reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Vocabulary plays an important role in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginning reader comes to the word cat in a book. As she begins to figure out the sounds represented by the letters c,a,t the reader recognizes that the sounds make up a very familiar word that she has heard and said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

Vocabulary is very important for reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Types of vocabulary

Researchers often refer to four types of vocabulary:

- Listening vocabulary: the words we need to know to understand what we hear.
- Speaking vocabulary: the words we use when we speak.
- Reading vocabulary: the words we need to know to understand what we read.
- Writing vocabulary: the words we use in writing.

Research indicates that 12 uses of a word are required before the word truly becomes part of a child's vocabulary. Therefore, teachers should provide students with multiple opportunities to use each word meaningfully, both orally and in writing. In order to fully understand a text, students need to know between 90-95% of the words they read in a given passage.

Oral vocabulary knowledge facilitates decoding. If children have a word in their oral vocabulary, they are able to decode the word more quickly, read more fluently, and comprehend what they are reading more easily. Estimates of how many new words young children learn per day vary from 2.2 words to 9 or 10 words. Generally, it is recommended to pre-teach 5-6 new words before beginning to read a passage or story. While additional new words should also be taught incidentally as they come up in texts, conversation, and classroom activities, it is not recommended to explicitly teach more than 5-6 new words per-day. Teachers should strategically choose 5-6 words that are:

- critical to the meaning of the story
- likely to be seen or heard again (i.e. high frequency words)
- useful for everyday or academic purposes (e.g. measure, maintain)

Some tips for introducing new words at basic level

- Create enhanced instructions of new vocabulary, with multiple examples and auditory and visual interactions with the words.
- Provide multiple exposures to a new word in multiple forms.

- Introduce the meanings of words with:
 - role playing or pantomiming
 - using gestures
 - showing real objects
 - using pictures (matching words with pictures)
 - drawing the word
 - grouping words
 - guessing the meaning of words in context
 - synonyms and antonyms
- Present both student friendly and formal definition.
- Provide examples of a word's use in phrases and sentences.
- Review proper spelling and pronunciation.
- Teach spelling through:
 - spelling games
 - dictation
 - anagram
 - unscrambling letters to form words
- Teach pronunciation through
 - drilling
 - recording students' speech
 - mirroring
 - rhyming words
 - listening to songs/chants

Some activities for teaching new words and expressions

Activity 1: Guessing games

1. Hide something e.g. a coin in your hand, and ask the students to guess it by asking yes/no question.
2. The one who guesses correctly gets a point. For example,
 - T : Guess what is in my hand?
 - S1 : Is it a chalk?
 - T2 : No, it is not.
 - S2 : Is it a stone?
 - T : No, it is not.
 - S3 : Is it a coin?
 - T : Yes (clapping)

Activity 2: Run to the board

1. Write some words that you want to revise on the board. For example, apple, banana, mango, etc.
2. Invite two students to the front of the class to play the game.
3. Read the words aloud. The students have to touch the word.
4. The one who touches the right word first will get a point.

Activity 3: Vocabulary race/anagram

1. The students play this game individually. Tell the class that they have to make a list of words in a given time.
2. Specify the time limit, e. g. 2 minutes. Tell the class a particular area e.g. fruits.
3. The students start making a list of words e. g. banana, mango, etc.
4. The one who makes the highest number of correct words in a given time wins.

Activity 4: Memory game

1. Write 8/10 words which the children are familiar with.
2. Let them read the words.
3. Then ask all the children to close their eyes.
4. Then wipe 4/5 words out.
5. Ask children to recall the words.
6. Those who recall all words win.

Activity 5: Look and read (Word/Expression Reading)

1. Invite the students to look at the sets of the pictures given very carefully.
2. Then ask them to read each of the given words/expressions aloud. You may need to tell them what the words/expressions mean.
3. If the students can't read the words/expressions on their own. Instruct them to repeat the words/expressions after you.
4. Keep on making the students read until an individual student comfortably read the given words/expressions on his/her own.

Activity 6: Reading two-syllable words

Resources

Short list of two-syllable words

Procedure

Write a two-syllable word on the whiteboard making a slash between the two syllables (e.g. **sun/set**).

1. Sound-talk the first syllable and blend it: s-u-n **sun**.
2. Sound-talk the second syllable and blend it: s-e-t **set**.
3. Say both syllables: **sunset**.
4. Repeat and ask the children to join in.
5. Repeat with another word.

Activity 7: Read and discuss (Reading decodable words)

1. Do a model reading of a text.
2. Point at one word at a time, and read it at a slow and clear pace.
3. Point the entire sentence and read it clearly.
4. Invite the students to follow your model reading while pointing at the words followed by the sentence/s.

Activity 8: Reading words

1. Prepare two sets of word cards: One set of words with the letter 's' highlighted as per the sounds while decoding them; and another set of words without the letters being highlighted.
2. Display the words on the board highlighting the different letter/s and sound/s that are associated. For example, there are four words, i.e. 'zero', 'zoo', 'quiz' and 'prize' on page No. 141. So, you have to break the words into three units, i.e. z e ro' as there are three distinct sounds in this word.
3. Model the reading of the key sound of the words while pointing at the letter of the corresponding sound (the sound is as per the letter for the lesson). For example, there are four words, i.e. 'zero', 'zoo', 'quiz' and 'prize' on page no. 141. Here, the key sound is /z/.
4. Highlight the letter/s that stand/s for different sounds, i.e. i.e. z e ro'.
5. Read the word by associating the letter to their sounds. Point at the sound you read in the word, i.e. /z/, /e/, /rou/.
6. Invite the students to follow you for reading/ decoding the word while pointing the letters.
7. Display a word which is not highlighted for its letter- sound correspondence. Invite the students to read/decode it. Follow similar procedure for all the words set for practice in the lesson.

Activities for reading phrases and sentences

Activity 1: Look and read (Phrases/Sentences Reading)

1. Prepare a set of pictures.
2. Invite the students to look at the set of pictures very carefully.
3. Then ask them to read each of the given phrases/sentences aloud. You may need to tell them what the phrases/sentences mean.
4. If the students cannot read the phrases/sentences on their own, get them to repeat the phrases/sentences after you.
5. Keep on engaging the students in reading until each student comfortably reads the given phrases/sentences on his/her own.

Activity 2: Sentence substitution

Resources

- A number of prepared sentences at the children's current level (e.g. simple declarative sentences or imperatives)
- List of alternative words for each sentence
- Soft toy or puppet (optional)

Procedure

1. Write a sentence on the whiteboard (e.g. *A cat is on the table*).
2. Ask the children to read the sentence with their partners and raise their hands when they have finished.
3. All the children read it together.
4. Using the toy or puppet, rub out one word in the sentence and substitute a different word (e.g. A cat is on the table).
5. Ask the children to read the sentence with their partners and raise their hands if they think it makes sense.
6. All the children read it together.
7. Continue substituting words to make new sentences-asking the children to read each new sentence to decide whether it makes sense or is ridiculous.

Activity 3: Yes/no questions

Resources

- A number of prepared questions
- Cards with 'yes' on one side and 'no' on the other, one per pair of children.

Procedure

1. Give pairs of children yes/no cards.
2. Display a yes/no question for the children to read.
3. Ask them to confer with their partners and decide whether the response is 'yes' or 'no'.
4. Ask the children to show their cards.
5. Invite a pair to read a question.
6. Repeat with another question.

Activity 4: Matching (with the teacher)

Resources

Three pictures and a sentence corresponding to one of the pictures

Procedure

1. Display the pictures and the sentence (e.g. *The cat is on the table.*).
2. Read the first word with sound (e.g. The T-h-e).
3. After reading the second word, say both words (e.g. c-a-t - The cat).
4. Continue with the next word (e.g. i-s - The cat is).
5. Continue to the end of the sentence.
6. Ask the children which picture the sentence belongs to.

Activity 5: Matching

Resources

Set of pictures and corresponding sentences

Procedure

Ask the children to match the pictures and sentences.

Activity 6: Drawing

Resources

Two sentences

Procedure

1. Display a sentence.
2. Ask the children to read it with their partners and draw a quick sketch.
3. Repeat with the next sentence.

Activity 7: Match (Phrasal expressions)

1. Tell the students that there are two columns of words. Column A has words such as *stand, sit, go, come* and Column B has their correct match such as *there, here, up, down (in jumbled order)*.
2. Now ask the students to read out the words in A and that in B as well. You may need to tell them what the words mean.
3. If the students cannot read the words on their own. Make them repeat it after you.
4. Tell the students that one of the words in A has been correctly matched with the word in B, and that they have to match the remaining words.
5. Ask the students to match the words to create new phrasal expressions.
6. Move around the class when the students work. Assist the students who have difficulty in doing the activity.
7. Finally mark the answers of the students.

Activity 8: Matching (Words with pictures)

1. Tell the students that on one side there are words and on the other side pictures (in jumbled order) that go along with the words.
2. Read out the words aloud and make the students repeat the words after you.
3. Now ask the students to match the words with the pictures.
4. Move around the class when the students work. Assist the students who have difficulty in doing the activity.
5. Finally check the answers of the students.

Activity 9: Reading sentences with picture clues

1. Show the full picture with the name of body parts of a girl and ask them to look carefully.
2. Ask some simple questions about the picture. (What is this? Does the doll have two heads? How many eyes does it have? etc.)
3. Ask a student to read the name of body parts (including head, nose, hands, legs, etc.)
4. Show the pictures of the body parts and their functions. (eye-sees, nose-smells, ear-listens, tongue -tastes, skin-feels, etc.)
5. Distribute the sentence cards and related pictures randomly to the students and ask them to read out the sentences and find out the pair with picture related to the sentence he/she has.

Activity 10: Reading sentences with picture clues

1. Prepare/ write the sentences for display on the board.
2. Point to a picture at a time. Elicit from the students whether they can name it. If they cannot, say its name pointing at the picture. Complete naming all pictures set for the day.
3. Point to one picture again, and elicit from the students whether they can recognize its colour (e.g. on page No. 174, the colour of the rose is red). If they cannot, name the colour for each picture. Complete naming all pictures and their colours set for the day.
4. Attend the students to one sentence at a time. Highlight the naming word and its colour word in the sentence.
5. Read the sentence at a normal pace stressing the naming word and its colour word (e.g. for the sentence ‘The rose is red’, read each word separately focusing the words: ‘rose’ and ‘red’).
6. Follow similar procedure for other sentences as well. When the reading activity has been completed, ask the students to recollect the key words by asking ‘How is the rose?’ Make a clear gesture of a question. Repeat the question; support with clues. Encourage the students to speak up the naming words and their colour words.

Activity for Reading (practicing) Conversation

Activity 1: Look and Read (Conversation Practice)

Some reading activities are in the form of conversation. Such activities can be made lively by involving the students in the activity.

1. Ask the students to look at the picture and read the given dialogue. You may ask some relevant short questions from the picture for conversation practice.
2. Ask them to read each of the given dialogue/exchange aloud. You may need to tell them what the dialogue/exchange means.
3. If the students cannot read the dialogues/exchanges on their own. make them repeat after you.
4. Keep on making the students read until each student comfortably reads the given dialogues/exchanges on his/her own.
5. Now invite some students in front of the class and act out the conversation with them.

Reading for fluency

Fluency refers to the speed with which a child reads a given text. In other words, it is the ability to read a text quickly with understanding. Fluency is important for comprehension. Children who are fluent readers are able to read the words of a given text with the correct prosody or expression. They are able to focus their attention on comprehending what they are reading. Readers who struggle with fluency read at a much slower rate. They must focus their attention on decoding, leaving less memory and attention for remembering and understanding what they read.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text.

Compare more fluent readers with less fluent readers.

| More fluent readers | Less fluent readers |
|---|---|
| Focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge. Therefore, they are able to focus on comprehension. | Must focus their attention primarily on decoding individual words. Therefore, they have little attention left for comprehending the text. |

Aspects of fluency

For beginner readers, fluency may refer to the rapid and accurate naming of letters, sounds, words and sentences. For older readers, fluency should also focus on prosody, or the ability to use correct intonation, volume and expression. The ability to do this demonstrates student's understanding of the meaning of a text. Second language learners may struggle with fluency because:

- They are unable to read words accurately (decoding problem)
- They do not know what most of the words mean

Therefore, while planning and implementing fluency activities, we should provide word meaning support to the students. Pre-teaching unfamiliar words before reading a passage is helpful for this purpose.

Activities for Developing Fluency

Activity 1: Modeling fluent reading

1. Read aloud from a big book. A big book is an enlarged version of a book, big enough so that all students can clearly see the text.
2. Point to each word as you are reading (using either a pointer or your finger), and show students where and how you are pausing and when to raise or lower your voice.
3. Then, have the students practice reading the same text.

Activity 2: Rereading with a model reader

This activity is basically reading one-on-one with an adult who provides a model of fluent reading, helps with word recognition, and provides feedback. The following things are done here.

1. Introduce the meaning of new words in a text.
2. Read the passage aloud as the students listen to it and repeat after teacher.
3. The students read the same passage as quickly and accurately as possible.
4. After reading, ask the students some questions.

Activity 3: Choral reading

This activity is basically reading aloud simultaneously in a group. The following steps should be followed.

1. Lead the students in reading a passage aloud together. Begin by previewing the passage with the students and read the passage first.
2. Then read aloud the text together with the students, and next fade your voice and allow the students to take the lead.

3. After reading together as a class, you may select pairs of students to read the passage again.

Activity 4: Partner readings

This activity is basically reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading, helps with word recognition, and provides feedback. In this activity, students take turns reading and rereading a passage with a partner.

1. Divide the class into pairs.
2. Ask one partner in each pair to read a sentence or paragraph first and then the other partner to read the same passage.
3. The pairs continue in this manner until they have finished reading the text.
4. When possible, pair more proficient readers with less proficient readers.

Activity 5: Tape-recorded/assisted reading

This activity is mainly reading aloud simultaneously or as an echo with an audio-taped model.

This is done in the following steps.

1. Provide background to the text and vocabulary support to the students.
2. Play the audio (of a short reading text) and ask the students to follow along and read aloud with the recording.
3. Ensure that students are following along and reading aloud with the recording.

Reading for Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active. Comprehension can be of two types: oral and written. Comprehension can be of different level: word level, phrase level, sentence level and paragraph level.

Activities for reading comprehension

Activity 1: Use of pictures, objects and gestures

Use of visuals is very important for helping the learners to comprehend the text. Pictures, objects and hand gestures or body movement can all fortify students' understanding of a text or new vocabulary.

1. Show pictures, objects or gestures related to the text to the class and ask some questions orally.
2. Describe briefly what is happening in the picture.
3. Relate the pictures, objects or gestures to the reading text.
4. Introduce the meaning of new words using pictures, objects or actions.

Activity 2: Cut-outs

Focus:

- Understanding the composition and meaning of sentences and paragraphs
- Practising how to connect words or sentences with pictures
 1. Use small cutouts of words or parts of sentences and ask the students to put them in order or match with pictures.
 2. Help them in the process.

Activity 3: Picture cards

1. Give the students picture cards to tell a story.
2. You can give them the opportunity to draw out what happened in a story.

Activity 4: Picture walks

Doing "picture walks" through illustrated books before reading can help students to make connections to the content.

1. Walk through the book with students, pointing out pictures and illustrations.
2. Guide students in thinking about what they notice in the pictures which may be related to the text.

Activity 5: Graphic organizers

Using graphic organizers such as maps, webs and graphs are useful tools for understanding new vocabulary or to make sequences or relationships visually more straightforward. Graphic organizers illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices.

Activity 6: Answering questions orally (Open question-answer)

Questions can be used to guide and monitor students' learning. Research shows that teacher questioning strongly supports and advances students' learning from reading. Questions appear to be effective for improving learning from reading because they:

- give students a purpose for reading;
- focus students' attention on what they are to learn;
- help students to think actively as they read;
- encourage students to monitor their comprehension; and
- help students to review content and relate what they have learned to what they already know.

Procedure

1. Show a pen to the class and say "What is this?" Pause a while and say "This is a pen."
2. Now show the pen and invite the students to say "What is this?"
3. Ask the students to hold their pencil and say "What is this?"
4. Ask the question "What is this" and say "This is a pen."
5. Ask the students to do the same.
6. Show a book and ask the students to say both "What is this?" and "This is a book."
7. Make sure everyone can question and answer with the help of objects/pictures.

Activity 7: Answering questions orally (Text-based)

1. Prepare a reading text on a chart paper and display it to the class.

Example:

I see a frog.
The frog is in a pond.
The frog eats a fly.

2. Show the relevant picture or invite the class to look at the picture in the workbook.
3. Discuss the picture for a while.
4. Provide a model reading of the text to the class. Read a chunk at a time with due attention to grouping of words. Read clearly and at an appropriate pace.
5. Invite the class to follow your model reading.
6. Write the key questions from the text on the board. Or prepare a gap filling/multiple choice task and write it on the board:

Examples:

- a. What is this?
- b. What can it do?
- c. What does it have?

7. Highlight the key "question word" in the question and its corresponding "answer word" in the text. For example:

| | |
|--------------------------------------|-----------------------------|
| a. <u>What</u> is this? | This is <u>a monkey</u> . |
| b. <u>What</u> does it <u>have</u> ? | It has a long <u>tail</u> . |
| c. <u>What</u> can it <u>do</u> ? | It can <u>jump</u> . |

8. Isolate the question word and the answer word. Say both the questions and answer together as a model.
9. Speak out the question, and ask the students to say the answer word.

Activity 8: Answering questions in writing (Text-based)

1. Prepare a reading text on a chart paper and display it to the class.

Example:

This is a monkey.
It has a long tail.
It can jump.

2. Show the relevant picture or invite the class to look at the picture in the workbook.
3. Discuss the picture for a while.
4. Provide a model reading of the text to the class. Read a chunk at a time. Read clearly and at an appropriate pace.
5. Invite the class to follow your model reading.
6. Write the key questions from the text on the board.

Examples:

- a. What do I see?
- b. Where is the frog?
- c. What does the frog eat?

7. Highlight the key "question word" in the question and its corresponding "answer word" in the text. For example:

| | |
|-----------------------------------|--------------------------------|
| a. <u>What</u> do I see? | I see <u>a frog</u> . |
| b. <u>Where</u> is the frog? | The frog is <u>in a pond</u> . |
| c. <u>What</u> does the frog eat? | The frog eats <u>a fly</u> . |

8. Isolate the question word and the answer word. Say both the questions and answer together.
9. Speak out the question, and ask the student to say the answer word.
10. Now ask the students to write the answers in the workbook/exercise book.

Activity 9: Generating questions (Appropriate at the end of grade 1)

Teaching students to ask their own questions improves their active processing of text and their comprehension. By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves the questions that require them to integrate information from different segments of text.

Procedure

1. Invite the students to read a text aloud. Discuss relevant pictures before they start reading.
2. Provide a model reading as required.
3. Now help the learners to make questions from the text. Underline the key word that carries the main information in the text. For example:

Sunita lives in Lalitpur. She has a doll. The doll says hello. Sunita is happy.

4. The students may come up with the questions like:
 - a. Where does Sunita live?
 - b. What does Sunita say?
 - c. How is Sunita?

Activity 10: Prediction

1. Show a related picture to the class and encourage them to guess what the text is about.

2. Their guess may not be correct. Accept any response.
3. Give them some clues.
4. Once they guess correctly, have a discussion on the text and picture.
5. Ask simple questions about the picture. For example:
 - a. Who are there in the picture?
 - b. What is the mother doing?
 - c. What is the puppy doing?

Activity 11: Pre-questions

1. Write general questions on the board before students start reading.
2. Encourage them to predict the answer to the question.
3. Ask the students to find out a piece of information/answer to the question.

Activity 12: Read and write (Reading comprehension)

Ask the students to look at the picture and guess what the picture is all about. You can ask some related short questions such as; *What can you see in the picture? What is the man/woman/boy/girl/(animal) doing?*

1. Then ask them to read the given text. You may need to tell them what the words and the sentences as a whole mean.
2. If the students can't read the text on their own. Make them repeat it after you.
3. Keep on making the students read until each individual student comfortably reads the given text on his/her own.
4. Now ask the students to do the given activity. (The activity may be completing sentences, multiple choice questions or completing the answers)
5. Move around the class when the students work. Assist the students who find difficulty in doing the activity.
6. Finally mark the answers of the students.

Writing

At the post decodable phase, students practise mainly writing words, phrases and sentences. They have already practised pre-writing, writing letters and words at the earlier stages. Therefore, the main focus in teaching writing at this phase is on writing words and sentences.

Activities for writing words

Activity 1: Unscrambling jumbled letters

This jumbled word activity is meant to reproduce and consolidate what has been learnt during the reading of alphabets and words. This activity should be conducted including the letters of those words which the students have already learnt. Follow these steps to conduct this activity:

1. Prepare picture to display the meaning of the correct words as far as possible. In case some meanings cannot be presented through pictures, use actions or expressions.
2. Display the picture of 'a bed'. Elicit from the students what the picture is.
3. Write jumbled letters, e.g. 'deb' on the board.
4. Ask the students to 'arrange the letters' to mean according to the picture.

5. Ask the students to write the correct word on the writing sheet. Examples of jumbled letters for words from letter a- f:

deb = bed dab = bad dda = dad feac = face

Activity 2: Tracing words

1. Display a sample of dots that make up a word (a two case word). Join the dots in a frame of four-line writing pattern. For example:

ufO8nfOgsf] k]h gDa/ !)^ df ePsf] lrq /fVg]]

2. Distribute the worksheet containing the words and traces.
3. Give a demonstration showing the movement of palm/ fingers to write over the traces.
4. Ask the students to write over the traces. Make sure that students catch the pencil and the paper properly.
5. Distribute the worksheet.

Activity 3: Look and write words (based on pictures)

Focus:

- Minute observation of the picture.
 - Identify the pictures like of; birds, animals and other.
1. Arrange the students for pair/group work.
 2. Ask them to look at the picture and discuss in pairs/groups.
 3. Ask one of the pair/group members to share about the picture.
 4. Create an interesting story from the given picture and tell them.
 5. Ask all the students (individually) "What do you see in the picture?"
 6. Ask all the students (individually) to write a word on the board.
 7. Ask them to correct spelling if necessary.
 8. Ask them to choose from the board and write in their workbook.

Activity 4: Writing words by looking at pictures

1. Attend the students to the picture (e.g. in page no. 151, there is a picture of a boy carrying a bag and going to school.).
2. Point to one key aspect of the picture. Then, elicit from the students asking questions that relate to the key objects in the picture (e.g. who is this? What is this?). Keep asking and pointing at the pictures.
3. Invite the students to spell the key words (e.g. boy, bag, school, etc.).
4. Show a model of writing a word on the board.
5. Invite the students to write the words they have spoken and spelt in the lines of the workbook.
6. Monitor their performance. Give encouragement and support when necessary.

Activity 5: Word dictation

1. Choose a set of five familiar words.

2. Get the students to be ready with writing sheet and a pencil. It is better to display a numbered sheet (written from 1 to 5 vertically) so that students know clearly where to write the words.
3. Ask the students to write numbers from 1 to 5 in the writing sheet.
4. Pronounce the words normally, and let the students listen to them.
5. Pronounce one word at a time, and ask the students to write it properly. Pause a while; pronounce another word successively. Students will be writing the words as they hear.

Activity 6: Word ladder

1. Draw some vertical lines that seem like a ladder.
2. Write a word on the bottom step of the ladder (e.g. pen). Underline the letter at the word final position (e.g. pen). Next to the layer upwards, write a word that starts with the letter 'n' (e.g. nest). Highlight the letter 'n' in both words. Again, write a word that starts with the end letter of the previous (i.e. 't'- ten) on next layer. Continue writing until the ladder is complete.
3. Divide the students into groups of five.
4. Distribute the writing sheet. The next player or team has to say a word that starts with the final sound of the previous word; for example, 'nest'. The game proceeds further, with the next player or team saying a word that begins with letter 't', and so on.

Activities for writing sentences

Activity 1: Writing two word sentences from the substitution table

1. Display a substitution table containing a noun and a set of five verbs that are related to the noun.

| | |
|---------|---|
| The boy | plays. sleeps. goes. eats. cooks. |
|---------|---|

2. Present a sample of a sentence constructed from the table.
3. Ask the students to construct five more sentences using the noun and the verbs in the table.
4. Make sure that students understand where to use the upper case letter and how to put the full stop.

Activity 2: Writing multi-word sentences from the substitution table

1. Display a substitution table containing nouns (e.g. a common noun), verbs and objects/modifiers (a set of five each) that are related to each other.

| | | |
|---------|---------------|-----------------------|
| The boy | plays eats | football. mangoes. |
|---------|---------------|-----------------------|

| | | |
|--|-------------------------|--------------------------------|
| | sings reads gives | songs. a book. a pencil. |
|--|-------------------------|--------------------------------|

2. Present a sample of a sentence constructed from the table.
3. Ask the students to construct five more sentences from the table.
4. Make sure that students understand where to use the upper case letter and how to give full stop.

Activity 3: Copying/reproducing sentences

1. Display a sample of dots that make up a word (a two case word). Join the dots in a frame of four-line writing pattern.
2. Distribute the worksheet containing the words and traces.
3. Give a demonstration showing how to keep the source word (with spelling) in the mind to reproduce it onto the writing sheet.
4. Ask the students to write over the traces. Make sure that students hold the pencil properly.

Activity 4: Writing parts of a picture

1. Ask the students to draw some picture/or distribute sheets containing an outline picture.
2. Display a set of basic words related to the picture (e.g. if the picture is an animal, display words such as mouth, nose, head, etc.).
3. Make sure that students understand where to use the upper case letter and how to give full stop.

Activity 5: Writing imperative sentences

1. Display a set of five verbs and five objects that are frequent and common (e.g. play/ a ball).
2. Ask the students to choose a verb and an appropriate object for it. Then, ask them to write the pair in the form of a sentence. Make sure that the first letter of the verb is in the upper case, and there is a full stop at the end (e.g. Play a ball.)

Activity 6: Unscrambling jumbled words

1. Arrange for a rearrangement of jumbled words.
2. Write words in a jumbled order (e.g. football/ play/ He = He plays football). Show a model, and write jumbled words on the board.
3. Ask the students to write the correct sentence.
4. Make sure that students use an upper case letter and a full stop correctly.

Activity 7: Writing sentences

1. Display and discuss the picture.
2. Ask the children to help you write a sentence for the picture (e.g. *A monkey is jumping.*).
3. Ask them to say the sentence all together a couple of times, and then again to their partners.
4. Ask them to say it again all together two or three times.
5. Ask the children to tell you the first word.

6. Ask what letters are needed and write the word.
7. Point out the initial capital letter.
8. Remind the children that a space is needed between words and put a mark where the next word starts.
9. Ask the children to say the sentence again.
10. Ask for the next word and ask what letters are needed.
11. Repeat each word.
12. Point out the full stop at the end of the sentence.

Activity 8: Sentence substitution

1. Write a sentence on the whiteboard (e.g. *Mina eats apples.*).
2. Ask the children to read the sentence with their partners and raise their hands when they have finished.
3. Get all the children to read it together.
4. Rub out (omit) one word in the sentence and substitute a different word (e.g. *Mina eats oranges.*).
5. Ask the children to read the sentence with their partners and raise their hands if they think it makes sense.
6. Get all the children to read it together.
7. Continue substituting words in the sentence - e.g. 'Mina' eats bread ... asking the children to read the new sentence to decide whether it still makes sense or not.

Activity 9: Look and write sentences (based on pictures)

1. Prepare name tags for role play.
2. Prepare name tags like; 'table', 'chair', 'watch', 'book' etc.
3. Give a role to each student.
4. Ask question to each student 'Who are you?'
5. Encourage them to say 'I am a chair/table/watch.'
6. Change the role and repeat the activity.
7. Ask them to write the sentences in their workbook.