

स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन
आदर्श विद्यालय योजना

राजस्थान

DRAFT

बुनियादी अवधारणाओं एवं
दक्षताओं पर आधारित

विशेष अधिगम समर्थन
संदर्शिका

2016-17

विषय : अंग्रेजी
प्राथमिक स्तर

राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग, राजस्थान सरकार
बोध शिक्षा समिति एवं यूनिसेफ द्वारा विकसित

सहयोगी संस्थाएँ



निदेशालय-राजस्थान



राजस्थान माध्यमिक शिक्षा परिषद्



एस.आई.ई.आर.टी., उदयपुर



बोध शिक्षा समिति



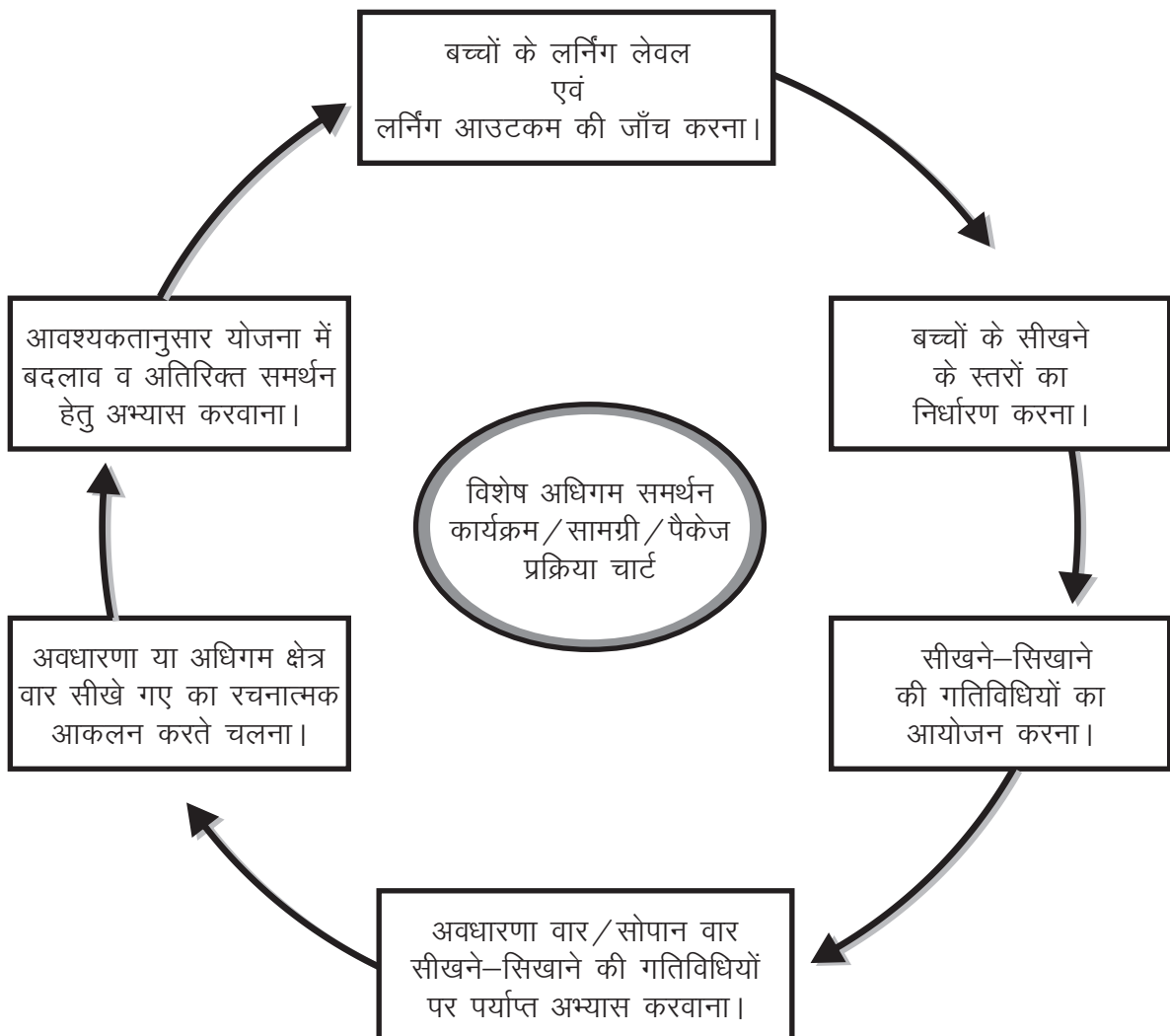
यूनिसेफ, जयपुर

विशेष अधिगम समर्थन

कार्यक्रम/सामग्री/पैकेज के बारे में आवश्यक निर्देश

शिक्षक साथियो, बच्चों के लिए निर्मित की गई विशेष अधिगम समर्थन सामग्री को काम में लेने हेतु निम्नलिखित बातों को ध्यान में रखना आवश्यक होगा –

- पैकेज में मुख्य रूप से चार प्रकार की सामग्री को तैयार किया गया है।
- पैकेज में निर्मित दो तरह की सामग्री जिसमें आकलन पत्रक (लर्निंग लेवल आकलन पत्रक व लर्निंग आउटकम आकलन पत्रक) एवं सीखने-सिखाने की गतिविधियों को संदर्शिका में शामिल किया गया है।
- दूसरी दो तरह की सामग्री को विशेष अधिगम समर्थन सामग्री में रखा गया है। जिसको बच्चों के लिए सीखने-सिखाने की गतिविधियों पर अभ्यास हेतु अभ्यास पत्रक तथा रचनात्मक आकलन हेतु कार्यपत्रक के रूप में दिया गया है।
- संदर्शिका में दिया गया लैडर चार्ट बच्चों के साथ काम करने का प्रारूप देता है। जिसके अनुसार बच्चों के काम की योजना का निर्धारण करने में मदद मिलेगी। इसे नीचे दिए गए चार्ट द्वारा भी समझ सकते हैं।



- सर्वप्रथम 'लर्निंग लेवल आकलन पत्रक' द्वारा बच्चों का स्तर निर्धारण करना है।
- स्तर-निर्धारण पश्चात् के बच्चों के साथ सीखने की शुरुआत गतिविधि द्वारा विषय के अनुसार अवधारणा की स्पष्टता के साथ करना है।
- इस पुस्तिका में मुख्यरूप से कार्ययोजना/गतिविधि तथा अभ्यास पत्रक व रचनात्मक आकलन पत्रक दिए गए हैं।
- गतिविधि द्वारा सिखाई गई अवधारणा पर अभ्यास हेतु अभ्यास पत्रक पर काम किया जाना आवश्यक है। अभ्यास पत्रक उपसमूह व व्यक्तिगत दोनों तरह से काम में लिए जा सकते हैं।
- अभ्यास पत्रकों पर अभ्यास करवाने के उपरान्त सतत आकलन हेतु रचनात्मक आकलन कार्यपत्रक का इस्तेमाल किया जाना है। सतत रचनात्मक आकलन पत्रक अवधारणा/सोपान/लैडर या दो-तीन छोटी-छोटी उपअवधारणाओं/सोपान/लैडर के लिए समेकित रूप से दिया गया है।
- आकलन पर रही स्थिति के अनुसार शिक्षक को अपनी योजना को संगठित करना है। जिन बच्चों के लिए ये अभ्यास पर्याप्त नहीं हो पाते हैं, उन बच्चों को इन कार्यपत्रकों के पीछे या नोटबुक में अतिरिक्त अभ्यास कराना उचित रहेगा।
- महीने के अन्त में या कक्षा के सम्पूर्ण कार्य के पश्चात् 'लर्निंग आउटकम आकलन पत्रक' द्वारा योगात्मक आकलन किया जाना है।
- इसके उपरान्त ही बच्चे का स्तर क्रमोन्नत करने का निर्णय लिया जाएगा।
- बच्चों का रचनात्मक आकलन दर्ज करने के लिए विषय के अनुसार आकलन सूचकों की सतत रचनात्मक आकलन चैकलिस्ट/आकलन प्रपत्रों में शिक्षक टिप्पणी के लिए स्थान दिया गया है। अतः इसे वहीं पर उसमें दर्ज किया जाना है।
- विषय के अनुसार सतत रचनात्मक आकलन चैकलिस्ट में A, B, C ग्रेड ही दी जानी हैं। जिनका अर्थ निम्न प्रकार है –

A-स्वतंत्र रूप से कर पाना।

B-शिक्षक व साथियों से मदद लेना।

C-विशेष मदद से काम कर पाना।

- एक कक्षा की सामग्री लगभग एक माह की है। अतः एक माह बाद बच्चों का योगात्मक आकलन दर्ज किया जाएगा। जिसका प्रपत्र भी विशेष अधिगम समर्थन संदर्शिका में लगाया गया है। इस प्रपत्र में भी A, B, C ग्रेड देनी है। यहाँ पर इनका अर्थ रचनात्मक आकलन की ग्रेड से अलग होगा –

A-अपेक्षित स्तर की समझ होना।

B-मध्यम स्तर की समझ होना।

C-आरम्भिक स्तर की समझ होना।

Language and Assessment

Part-A

Introduction

Language is the most important characteristics that human species have which set them apart from other species. Acquisition of language is a miracle, and human species mainly use language as a medium of communication. Child acquires language naturally through environment where the language acquisition device receives signal from language support system and hence the language flourish. Even before coming to school, child acquires language through interaction, observation, imitation etc.

When a child enters school s/he brings a pool of resources. However, the learning in school gets divided in discrete curriculum. The curriculum marks the objectives and indicators against which the understanding of a child is evaluated on regular intervals.

Language acquisition is not just a matter of acquiring skills of listening, speaking, reading and writing but it also consists of developing competence where these skills are often used in an integrated manner with other abilities to help conduct a dialogue. However, current practise of language teaching and learning is limited to repetition and practice. But these isolated parts of language were never proved to be meaningful and they failed to address the need to the children.

Language classroom and its challenges

English language teaching and learning is always perceived as a challenging task and being a third language in our context, it requires intense amount of inputs. Learning challenges or gaps in language classroom may be directly or indirectly linked to less input rich environment at school and home.

Hence, at present there is a great demand of materials that assist teachers and there arises a possibility that children can acquire English language in more enjoyable and meaningful way.

Let us overview the challenges faced by teacher and student under each skill.

Listening with Understanding

- Limited discussion/talking/ sharing in the classroom
- Extensive use of home language without using keywords of English
- Hesitation in speaking simple sentences

- Student's ability to relate sound with alphabet/word is minimum
- Understanding of sound and myriad ways of taking alphabets is missing.
- Recognition of small and capital letters and differentiation in some letters.
- Lack of understanding of sounds.
- Sounds not being introduced in an organized manner.

Reading with Comprehension

- Reading of pictures is not common practice in school
- Limited resources available to conduct such activities
- Reading is not seen as a regular activity to be done in class and hence, students get less opportunity to practice reading in the classroom.
- Children are not able to read and understand the paragraph read
- Teacher's reads and explains the meaning of paragraph to children in mother language
- Not able to build connection with word and its associated sound.
- Limited pool of activities for reading comprehension

Writing

- Hand balancing activities, precursor to writing exercises are missing
- Drawing always seen as an additional activity.
- Not being able to identify letters from a word.
- Lack of understanding and practice of writing in four-line
- Association of sound to letters/words for some students is a problem.
- Being unable to make logical sentences.
- Being unable to use vocabulary and sentence structure learnt.

All these challenges demands a solution. In order to address the learning gaps emerged due to challenges mentioned above, different approaches are suggested in this module.

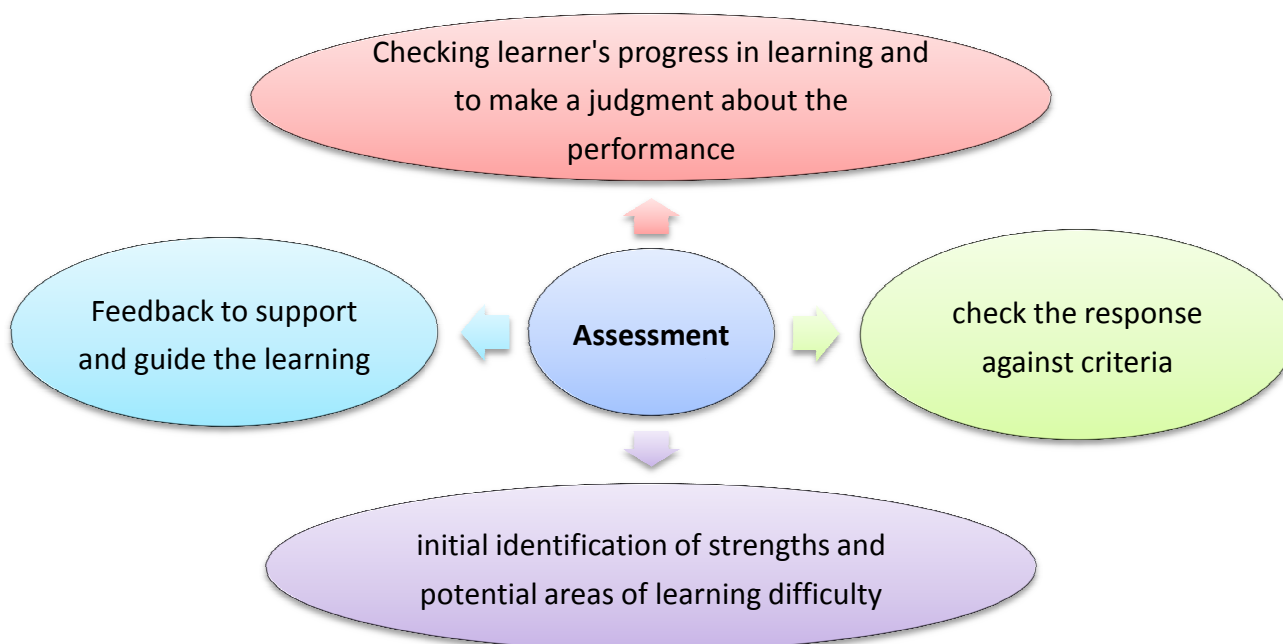
Language and Assessment

Assessment is an integral part of teaching and learning. But before conducting any type of assessment it is important to understand the purpose of assessment. Before we discuss about content and method of assessment it is important to focus on purpose of assessment.

Different assessment may have different purpose. This paper is focussing on *Learning Level Assessment tool* that is designed on the below mentioned purpose of assessment:

- Learner has learnt what we had taught them?
- They have achieved clearly defined outcomes
- Feedback to teacher and student
- Form of teaching which guides the quality of teaching and learning
- Support students in achieving grade level proficiencies

Based on the purpose of assessment we choose mode of assessment, before thinking about how we will assess or design tool we must decide what knowledge, skill and values we want to assess. Purpose of assessment also helps us to mark the criteria of assessment against which performance of learner will be evaluated.



There are different kinds of assessment that serve different purpose. This paper is primarily focused on **learning level assessment**. It will help us identify the learning problems, learning levels and need of the students so learning gaps can be remedied through appropriate instructional plan. The instructional plan will be designed in a way to bridge the learning gap and ensure that all the students are learning at grade appropriate level.

What to assess?

Before conducting any kind of assessment there should be clarity on various dimensions of assessment. In order to design the tool following pointers were kept in mind:

Operational Principle	This means that
Clarity of focus	The purpose of assessment, criteria against which tool are designed
Design of assessment	The design of tool guides to capture and record the data against which learner's performance will be judged.
Execution of assessment	The tools is given to identify the actual learning level of student and if one tool is not attempted and a lower grade tool shall be given
Recording of data	Performance of students is recorded to analyse the level of students and their learning need

After over-viewing the dimensions of assessment, criterions are set. The criteria against which tools are designed are core competencies.

Core competencies are essential skills and knowledge without which attaining higher grade competency becomes difficult. Tables mentioned below specify the criteria for each grade.

Grade 2 (Grade 1 core competencies)		
Skill	Indicator	Number of Questions
Listening with Understanding	Follow simple instruction	1- Oral
Speaking with Confidence	Recite rhyme	1- Oral
	Speak word	1- Oral
Reading with Comprehension	Read small and capital letters of the alphabet with sound association and the names of two objects beginning with the letters	1- Oral 3- Written
	Associate simple letter/word with picture	2- Written
Writing	Sight words (name of objects)	2- Written
	Write small/capital letter of the alphabet	1- Oral 3- Written

Grade 3 (Grade 2 core competencies)		
Skill	Indicator	Number of Questions
Listening with Understanding	Follow simple instruction	1- Oral
Speaking with Confidence	Recite Rhyme	1- Oral
	Speak name of objects	1- Oral
Reading with Comprehension	Read three letter word or simple sentences	1- Oral 2- Written
	Associate simple words/sentences with the help of picture	2- Written
	Identification of vocabulary words learnt	1- Written
Writing	Write three letter word	2- Written 1- Oral
	Frame simple sentence	3- Written

Grade 4 (Based on grade 3 core competencies)		
Skill	Indicator	Number of Questions
Listening with Understanding	Follow simple instruction	1- Oral
Speaking with Confidence	Recite rhymes	1- Oral
	Speak simple sentences	1- Oral

Reading with Comprehension	Read simple sentences	4- Written
	Answer simple question on passage or picture	1- Written 1- Oral
Writing	Write simple sentences	2- Written 1- Oral
	Grammar Concepts (is/are/am, pronouns, number names, has/have)	3- Written

Grade 5 (based on grade 4 core competencies)		
Skill	Indicator	Number of Questions
Listening with Understanding	Follow simple instruction	1- Oral
Speaking with Confidence	Sing rhyme	1- Oral
	Speak simple sentences	1- Oral
Reading with Comprehension	Vocabulary learnt	1- Written
	Answer simple question	4- Written 1- Oral
Writing	Writing simple sentences	3- Written 1- Oral
	Grammar Concepts (Conjunctions and tense)	2- Written

Competencies marked under listening with understanding and speaking with confidence are not specified as core competencies in any of the document. But it becomes important to assess the comprehensive learning of students which comprise of all the skills. Additionally, in writing spacing and formation of letters/words is added as an essential aspect to be assessed.

How to assess?

The criteria specified on which tools are designed guide the process of assessment which largely comprises of type of tools, type of questions and execution of designed tool in the classroom.

Type of tool	Oral activities and paper-pencil tool
Type of questions	True and false, multiple choice questions, fill in the blanks, very short answer, short answer and long answer
Execution of tool	No time boundaries, same tool to be given to all the students

a) Types of tool

A language curriculum will have set of different task to be performed to attain the proficiency. There are certain tasks that can be tested in writing and will give right judgment about student's performance. But there are many tasks that mere paper pencil tool fail to test (for example, participation in conversation,

recitation of rhyme etc.) hence, we need different kind of activities to check the comprehensive learning level of students.

There are 2 types of tool for each class; one oral tool which has 5 questions and one paper pencil tool which has 10 questions.

Grade	Oral Tool	Questions	Written tool	Questions
2 (based on grade 1 core competencies)	1	5	1	10
3 (based on grade 2 core competencies)	1	5	1	10
4 (based on grade 3 core competencies)	1	5	1	10
5 (based on grade 4 core competencies)	1	5	1	10

b) Types of questions

Any tool should have range of questions based on complexity level (easy, average and difficult). This different level when- attempted, not attempted or wrongly attempted guides the teacher about the area where child require support. Formation of one type of question for all indicators may not present the actual level of students and learning gaps.

c) Execution of tool

It is one of the most important areas which have implications on the findings. There are key points that need to be kept in mind while executing the tool.

- **Not a time bound activity:** give time to student to solve the tool as we need to know the actual level and learning difficulties.
- **Explain the tool:** instructions are written in Hindi for each question. Explain the question in grade 2 and 3 and encourage students of grade 4 and 5 to read instruction written in Hindi to understand the question. Even if child is not able to understand explain on the questions but do not tell the answer.
- **Seating arrangement:** ask students to have distance between them, if they copy then learning level findings may not depict the correct picture.
- **Distribution of tool:**
 - I. Oral Activities- This will be done after paper pencil tool by subject teacher. Call one student and ask questions as mentioned in oral tool. If a child is not being able to tell the answer ask question of lower grade. Fill oral top-sheet while conducting the assessment which is given below.
 - II. Paper-pencil tool- Start by giving a common tool to all students. For example, if you are conducting assessment in grade 3, give tool designed for grade 3 to all the students. If you find that child is not being able to attempt the tool or finding difficulty in answering then give a lower grade tool.

- **Placement of teacher:** do not place the subject teacher of same tool in the class, for example if you are conducting English tool in grade 3 then do not place English teacher in grade 3.
- **Review the information:** Invigilator should check the paper before taking it, if all the information's (name, school name etc.) are filled correctly. If it is not filled ask student to fill the detail.
- **Handover the tool:** when you have finished assessment of any grade or any subject given the paper pencil tool to subject teacher for checking.

How to interpret?

Recording the assessment findings is the crucial element of assessment. Steps to be followed to make decision

Step 1: Check the paper pencil tool completely; refer to the response sheet to give grade for each question.

Step 2: While conducting oral assessment, write grade in oral top-sheet of the class.

Step 3: Write consolidated grade for each indicator in top-sheet given for paper-pencil tool. Also, mark the consolidated grade of indicators mentioned in oral top-sheet.

Step 4: Design instruction targets and plan based on the identified level.

Oral and Paper Pencil Tool

Part-B

Learning Level Assessment of Student - Oral Activities

Listening with Understanding- Follow simple instruction

Class	Question Number	Instruction
2 (any three)	Q.1	- (Name) please come here - Bring your English copy - Please open you copy - Touch your eyes, nose, ear
3 (any three)	Q.1	-(Name) stand up - Show me your book - Open page number - Give me chalk
4 (any three)	Q.1	-(name) come and sit here - Open your notebook and write in it - Turn to page number..... - Please go back to your seat
5 (any three)	Q.1	- Can you please give me your book? - Raise your hand - Show me where is the board/your bag/ your friend - What is the date today?

Rating Criteria	Grade
Do as per instruction or followed any 3 instructions	A
Teacher has to repeat the instruction and use the keywords or followed any 2 instructions	B
Required translation or followed any one instruction	C
Did not do the action in any case or did the actions wrongly	D

(a) Sing rhyme

Class	Question Number	Rhyme
2	Q.2	- Sing any rhyme taught in the class
3	Q.2	- Sing any rhyme taught in the class
4	Q.2	- Sing any rhyme taught in the class
5	Q.2	- Sing any rhyme taught in the class (cannot be teddy bear or twinkle twinkle)

Rating Criteria	Grade
Recite complete rhyme with confidence and clarity	A
Recite rhyme but pronunciation of few words were not clear and forgets in between	B
Felt hesitant to recite but still recited one line with less clarity	C
Did not do the action in any case	D

(b) Speak word/simple sentence

Class	Question Number	Description
2 (any four)	Q.3	Speak the name of objects beginning with the letter
V	R	B
F	K	L

Rating Criteria	Grade
Speak the name of 4-3 objects beginning with letter	A
Speak the name of any 2 objects beginning with letter	B
Could not recall the name in English and told in Hindi or speak the name of object for one letter only	C
Did not tell the name or speak incorrect name	D

Class	Question Number	Description
3 (any four)	Q.3	Tell the name of body parts, fruits name or vegetable name
		
		

Rating Criteria	Grade
Speak the name 4-3 pictures in English	A
Speak the name of any 2 pictures	B
Speak the name of any 1 picture in English or could not recall the name in English and told in Hindi	C
Did not tell the name	D

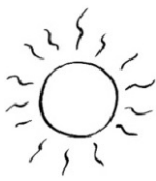
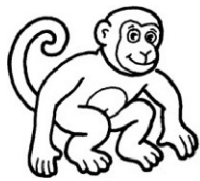
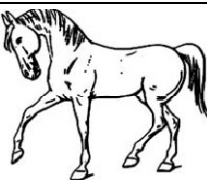
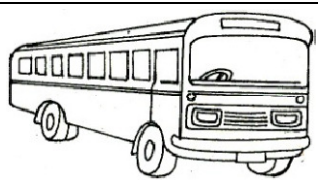
Class	Question Number	Description
4 (any four)	Q.3 Where is the object?	
		
		

Rating Criteria	Grade
Speak on 4-3 objects using correct sentence structure and preposition	A
Speak 2 sentences but get stuck in between and make mistake in sentence structure	B
Used mother tongue to speak simple sentence or used English keywords or Speak 1 sentence but get stuck in between and make mistake in sentence structure	C
Did not express or speak the sentence but incorrect	D

Class	Question Number	Description
5 (any four)	Q.4 Speak at least 4 sentences on picture.	
		

Rating Criteria	Grade
Speak at least 3-4 sentences on the picture	A
Speak at least 2 sentences but make mistake in sentence structure	B
Speak most of the sentences in Hindi or used English keywords or Speak at least 1 sentence but make mistake in sentence structure	C
Did not express	D

Reading with Comprehension

Class	Question Number	Instruction		
2 (any four)	Q.4 (a) Tell the name of picture			
				
2 (any four)	Q.4 (b) Read the words	Hut	Mat	Tap
		Rat	Lion	Girl
3 (All 3 word and sentence)	Q.4 Read the word or lines.	Hut	Mat	Tap
		This is a cap.	That is a tap.	I like banana.
4 (any three)	Q.4 Read the passage and answer.	Sapna lived in a small village. She was always lost in her dreams. One day while milking her cow, she started dreaming: I will earn money by selling the milk. I will buy eggs with the money. The eggs will become chicks. I will sell the chicks to earn money. I will buy a motorcycle with the money.		
		Q.1 By selling the milk what she will earn? Q.2 What she wants to buy with the money? Q.3 When she started dreaming? Q.4 Where did she live?		
5 (any three)	Q.4 Read the passage and answer.	Once a crow found a piece of chapatti. A fox was passing by thought, "Let me fool the crow and take this piece." The fox said, "Dear crow, you sing so well. Please sing a song." The crow opened its mouth. The chapatti fell down. The fox ran away with the chapatti.		

		Q.1 Who wanted to fool the crow? Q.2 Why did the crow open his mouth? Q.3 who ran away with the chapatti? Q.4 Tell the opposite : down and open
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Class	Q.No	A	B	C	D
2	4 (a)	Tell the name of 3-4 pictures in English	Tell the name of 2 pictures in English	Tell the name of 1 picture in English or tell the name in mother tongue	Did not tell the name
2	4 (b)	Read at least 3-4 words in English	Read at least 2 words in English by breaking with word into part	Can recognize the letter but can't read as word	Did not read
3	4	Read all 3 words and any 2 simple sentences	Read only words but read simple sentences by breaking into parts	Read only 2-1 word but cannot read simple sentences	Did not read at all
4	4	Read with fluency and answers at least 3 Q's with confidence using correct sentence structure	Read by breaking the words into parts and pronunciation was not very clear but answers at least 2 Q's, may use keywords to answer	Read only sight words and asked for translation of question or answered in Hindi	Could not comprehend the passage
5	4	Read with fluency and answers at least 3 Q's with confidence using correct sentence structure	Read by breaking the words into parts and pronunciation was not very clear but answers at least 2 Q's may use keywords to answer	Read only sight words and asked for translation of question or answered in Hindi	Could not comprehend the passage

Writing

Class	Q.N	Dictation					
2 (any four)	5	R	S	P	L		
		Q	U	D	E		
3 (any three words and sentences)	5	Tree	Ball	Mango	Pin	Cup	Cot
		This is a cap	This is a pot.	That is a boy.	I like banana.	I like book.	This is a hat.
4 (any four)	5	She has a pen.			A girl is cooking.	A man is tall and fat	
		I like to eat mango			She is my sister.	That is a car.	
5	5	I am Pooja. I live with my family. My father is a potter and my mother is a doctor. Last month we went to visit Alwar. Alwar is a nice place.					

Class	Q.N	A	B	C	D
2	5	At least 4 letters are written correctly in four lines	At least 3-2 letters are written correctly in four lines or has written mirror image of any 2 words	At least 1 letter is written in four lines	Did not write
3	5	Write three words and three sentences without spelling mistake	Write 3 words and one sentences or has written all words and one sentences with spelling mistake	Write only words (any number) correctly	Did not write
4	5	4 sentences are correctly written using punctuation marks also.	3 sentences are written but mistake in spelling and letter formation.	1-2 sentence written but mistake in spelling and letter formation	Did not write.
5	5	Paragraph is written correctly using correct punctuation marks but may have 2-3 spelling mistake	Paragraph is written without using punctuation marks and there are 4-5 spelling mistake	Only few words are written and letter formation is not correct, most of the spellings are incorrect	Randomly written the words

शाला का नाम : नामांकित कक्षा :

LEARNING LEVEL ASSESSMENT - ORAL TOP SHEET: ENGLISH

S. No.	Name	Assessed Grade	Listenin g with Underst anding	Assessed Grade	Speakin g with Confide nce		Assessed Grade	Reading with Comprehension			Assessed Grade	Writing		
			1		2	3		4 (Pronun ciation)	4 Fluency	Q/A		Form ation	Spacing	Spelling
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
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17														
18														
19														
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22														
23														
24														
25														
26														
27														
28														
29														
30														

लर्निंग लेवल आकलन पत्रक (समर्थन पूर्व)

बुनियादी क्षमताएँ

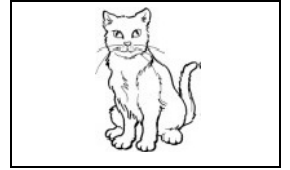
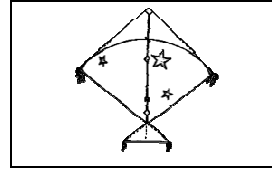
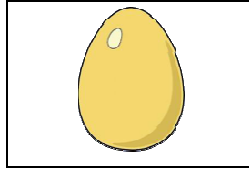
कक्षा : 2 (कक्षा-1 के पाठ्यक्रम पर आधारित)

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture with first letter. (चित्र के नाम का प्रथम वर्ण से मिलान करें।)

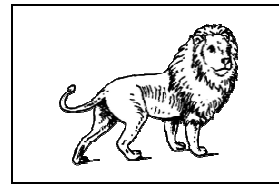
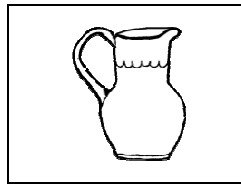
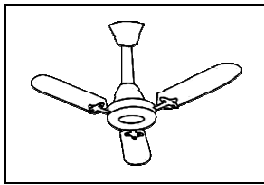


p c r t

f e a i

p c k i

c k b r



c p n f

c j l m

f m l n

2. Match capital letter with small letter. (बड़े वर्ण का छोटे वर्ण से मिलान करें।)

R

K

D

F

P

B

M

m

p

b

k

r

d

f

3. Match the word with first letter. (शब्द का प्रथम वर्ण से मिलान करें।)

Wall

Ant

Hen

Mat

Girl

Tap

l a w l

t p a n

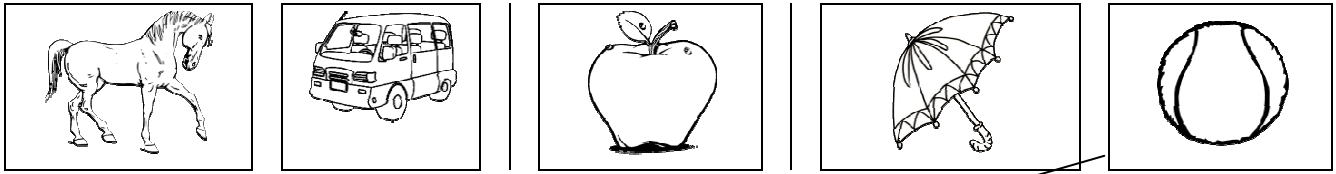
d r h p

n m v w

g b p q

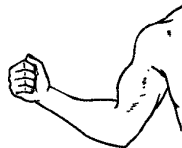
i l v t

4. Match picture with word. (चित्र का शब्द से मिलान करें।)



apple ball horse van umbrella

5. Circle the picture that begins with j. (j से शुरू होने वाले चित्रों पर घेरा लगाइए।)



Writing

6. Choose correct letter to fill in the blanks. (चित्र देखकर सही वर्ण के साथ रिक्त स्थान की पूर्ति कीजिए।)

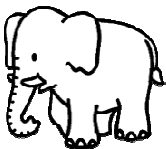
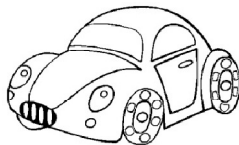
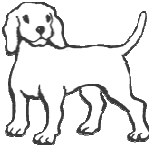
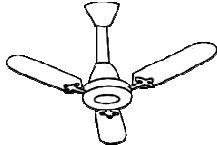
S <u>u</u> n	b.....t	ow	a.....t	e.....g	m.....on	tre.....

p	u	a	t	c	v	n	g	g	r	o	s	e	f
---	---	---	---	---	---	---	---	---	---	---	---	---	---

7. Write small letter for the given capital letter. (दिए गए वर्ण के लिए छोटा वर्ण लिखिए।)

- | | | | | |
|------|---|----------------------|-----|---|
| | D | <u>d</u> | | |
| i) | B | ..... | iv) | W |
| ii) | M | ..... | v) | S |
| iii) | P | ..... | vi) | E |

8. Write first letter for the given picture. (चित्र देखकर प्रथम वर्ण लिखिए।)

- | | | | | |
|------|---|----------------------|-----|---|
| |  | <u>E</u> | | |
| i) |  | ..... | iv) | ..... |
| ii) |  | ..... | v) | ..... |
| iii) |  | ..... | vi) | ..... |

9. Fill in the blanks. (रिक्त स्थान की पूर्ति कीजिए।)

<u>A</u>	.....	<u>C</u>	<u>D</u>	.....	<u>F</u>	.....
<u>H</u>	.....	<u>J</u>	.....	<u>L</u>	.....	<u>N</u>
.....	<u>P</u>	.....	<u>R</u>	.....	<u>T</u>	.....
<u>U</u>	.....	<u>W</u>	.....	<u>Y</u>	.....	.....

10. Classify the words and put under correct column. (शब्दों को सही डिब्बे में लिखिए।)

Ant

Lion

Kite

Aeroplane

Lock

Key

Apple

Mango

Bat

Mat

Parrot

Mouse

Arrow

Lip

A
Ant

M
Man

L
Ladder

11. Dictate the letters. (सुनकर वर्ण लिखिए।)

शिक्षक टिप्पणी	
शिक्षक का नाम एवं हस्ताक्षर	दिनांक :

लर्निंग लेवल आकलन पत्रक (समर्थन पश्चात्)

बुनियादी क्षमताएँ

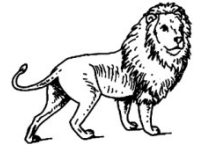
कक्षा : 2 (कक्षा-1 के पाठ्यक्रम पर आधारित)

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture with word. (चित्र का शब्द से मिलान कीजिए।)



lion

grapes

hat

camel

monkey

book

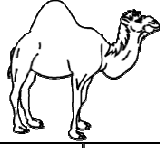
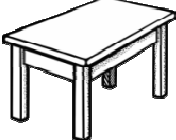
2. Circle the correct spelling. (सही शब्द पर घेरा लगाइए।)

	sun	son	san
	woll	wall	wal
	egg	ege	agg
	fesh	fis	fish

3. Circle the odd one. (अलग ध्वनि वाले शब्द पर घेरा लगाये।)

- a) cat hat pin bat
- b) sit hit bit pen
- c) gun hot cot pot
- d) tap mug map cap

4. Look at the picture and circle the correct answer. (चित्र की मदद से सही वाक्य पर घेरा लगाये।)

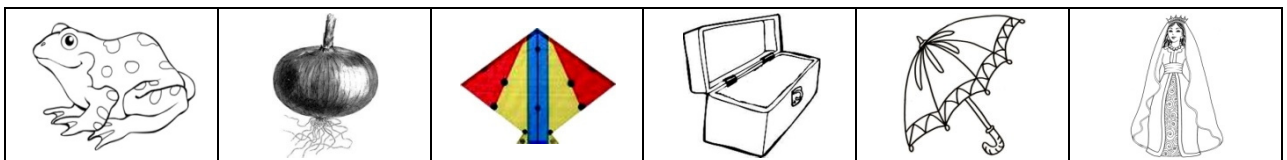
a) What is this?	This is an orange.	
	This is papaya.	
b) What is this?	This is a camel.	
	This is a cow.	
c) What is this?	This is a window.	
	This is a hut.	
d) What is this?	This is a chair.	
	This is a table.	

5. Match the following. (मिलान कीजिए।)

This is a candle.		⇒ 
That is a fan.		⇒ 
That is a girl		⇒ 
This is a parrot.		⇒ 

Writing

6. Fill in the blanks. (रिक्त स्थानों की पूर्ति कीजिए।)

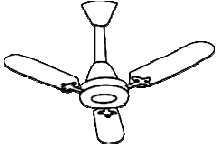


.....rog	nion	ite	bo....	mbrella	ueen
----------	----------	---------	--------	-------------	-----------

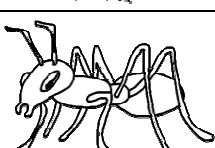
7. Write the small letters of the alphabet. (छोटी वर्ण माला में लिखिए।)

G	M	F	B	Z	H
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

8. Look at the picture and write the name. (चित्रों के नाम लिखे।)

a) This is a.....		
b) I like.....		
c) This is a		
d) This is a		

9. Rearrange the jumbled letters to make word with the help of picture. (वर्ण को क्रम में लगाकर चित्र की सहायता से सही शब्द बनाये।)

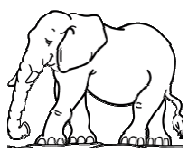
	onom	_____
	ukdc	_____
	etre	_____
	tna	_____

10. Write first letter for given picture. (चित्र देखकर प्रथम वर्ण लिखिए।)

a)  _____

b)  _____

c)  _____

d)  _____

शिक्षक प्रतिपुष्टि _____

दिनांक : _____

शिक्षक का नाम एवं हस्ताक्षर.....

लर्निंग लेवल आकलन पत्रक (समर्थन पूर्व)

बुनियादी क्षमताएँ

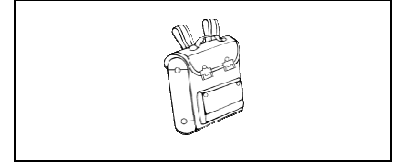
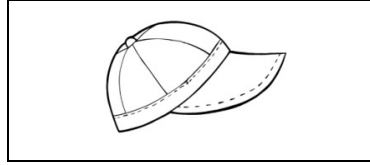
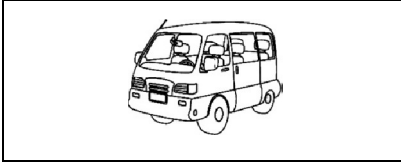
कक्षा : 3 (कक्षा-2 के पाठ्यक्रम पर आधारित)

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

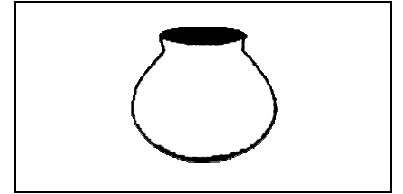
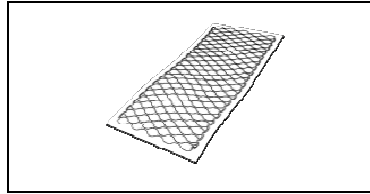
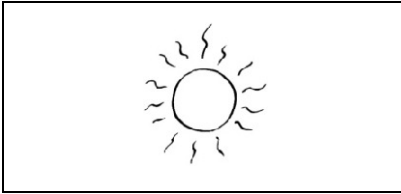
1. Look at the picture and identify correct spelling. (चित्र को देखकर सही शब्द पर घेरा (O) लगाइए।)



Sub	Bus	Usb
-----	-----	-----

Apc	Pac	Cap
-----	-----	-----

Gab	Bag	Bga
-----	-----	-----

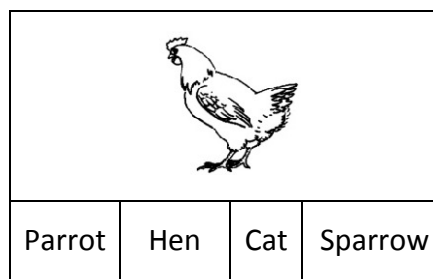
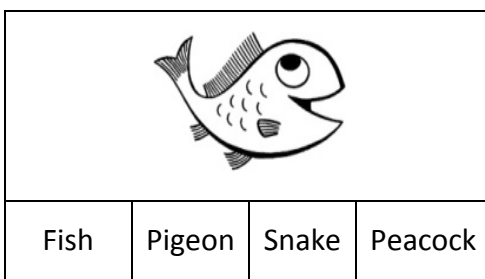
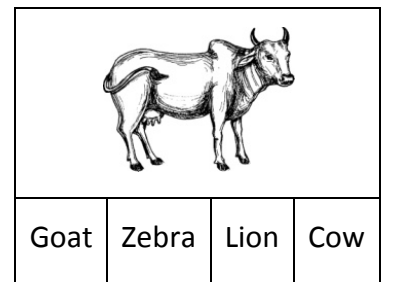
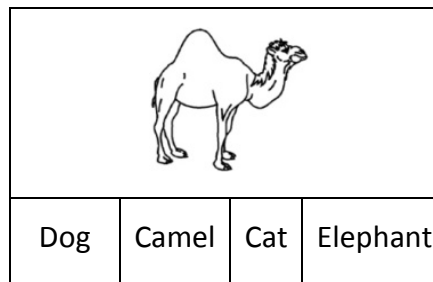
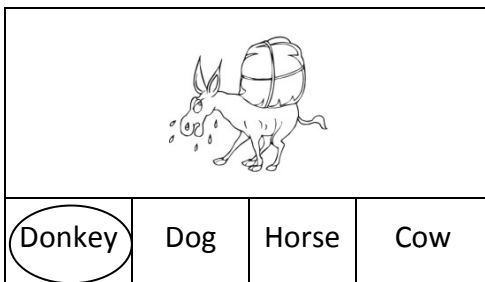


Sun	Nus	Usn
-----	-----	-----

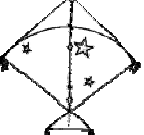
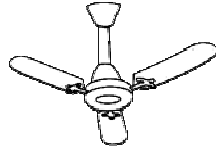
tam	amt	mat
-----	-----	-----

top	opt	pot
-----	-----	-----

2. Circle the correct word with the help of picture. (चित्र देख कर सही शब्द पर घेरा लगाइए।)



3. Identify the odd one out. (समूह में अलग पर सही (✓) का निशान लगाइए।)

	Dog	☐	Cow	☐	Man	☒	Lion	☐
(i)		☐		☐		☐		☐
(ii)		☐		☐		☐		☐
(iii)	Van	☐	Cat	☐	Bus	☐	Car	☐
(iv)	Mother	☐	Sister	☐	Bat	☐	Brother	☐

4. Read the words carefully and circle the odd one. (अलग उच्चारण वाले शब्द पर घेरा लगाइए।)

(i)	But	Dog	Hut	Cut
(ii)	Pin	Tin	Men	Bin
(iii)	Log	Dog	Mug	Fog
(iv)	Bad	Bed	Red	Led

5. Circle the correct sentence for the given picture. (चित्र की मदद से सही वाक्य पर घेरा लगाइए।)



She is dancing.

She is reading.

She is eating.

She is playing.

a)



She is jumping.

She is reading.

She is sleeping.

She is cooking.

b)



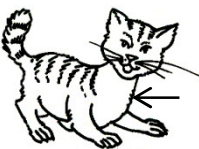
He is writing.

He is cleaning.

He is eating.

He is dancing.

c)



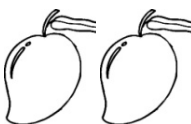
This is a cat.

Those are cats.

These are cats.

That is a cat.

d)



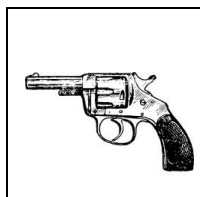
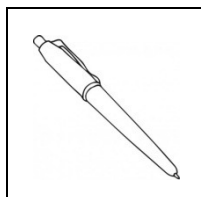
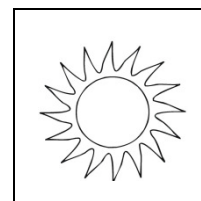
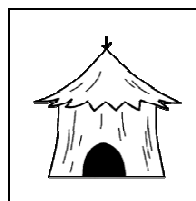
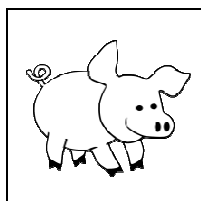
Those are mangoes

These are mangoes

This is a mango.

That is a mango.

6. Write the name of picture. (चित्र का नाम लिखिए।)



7. Write a new rhyming word. (समान ध्वनि वाले नए शब्द लिखें।)

	pin,	bin,	<u>fin</u>
a)	Cat,	mat,	.....
b)	Sun,	gun,	.....
c)	Lap,	tap,	.....
d)	Pit,	sit,	.....

8. Fill in the blanks using is/am/are. (is/am/are की सहायता से रिक्त स्थान की पूर्ति कीजिए।)

- She is playing.
- a) She sleeping.
- b) I doctor.
- c) They playing.
- d) That a fan.

9. Frame simple sentence using he/she. (he/she का प्रयोग कर वाक्य बनाइए।)

a)		drinking	She is drinking.
a)		dancing	.....
b)		doctor	.....
c)		reading	.....
d)		teacher	.....

10. Frame correct sentence using the words given below. (शब्दों को सही क्रम में जमाकर वाक्य बनाइए।)

reading/is/he

..... He is reading

a) is a/he/doctor

.....

b) like/mango/I

.....

c) Cooking/is/she

.....

d) Pali/I/live/in

.....

[illegible]

.....

.....

.....

.....

दिनांक :

लर्निंग लेवल आकलन पत्रक (समर्थन पूर्व)

बुनियादी क्षमताएँ

कक्षा : 4 (कक्षा-3 के पाठ्यक्रम पर आधारित)

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

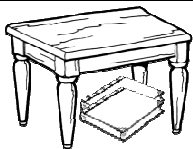
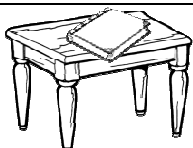
1. Match the picture with sentence. (चित्र का वाक्य से मिलान कीजिए।)

He is
Jumping.He is
writing.She is
cooking.He is
sitting.She is
sleeping.She is
dancing.

2. Match picture with sentences. (चित्र का वाक्य से मिलान कीजिए।)

The girl is carrying an
umbrella.The crow takes away
the umbrella from the
girl.Crow is flying in the
sky with umbrella.The umbrella is
now a nest.

3. Read the picture and tick (✓) on the correct option. (चित्र देखकर सही वाक्य पर (✓) लगाइए।)

The book is on the
table.The book is under
the table.The book is in the
tableThe book is in the
table.The book is under
the table.The book is on the
table.Eggs are on the
nest.Eggs are in the
nest.Eggs are under the
nest.Monkey is under
the tree.Monkey is on the
tree.Monkey is in the
tree.

4. Read sentences with the help of picture and tick True (✓) or False (X). (चित्र देखकर वाक्य पढ़ें एवं (✓) या (X) लगाइए।)

(i) Is this a tomato? ()	
(ii) Is this an onion? ()	
(iii) Is that a carrot? ()	
(iv) Is she a girl? ()	
(v) Is this is a cow? ()	
(vi) Is this is a ball? ()	

5. Look at the picture and answer the following question. (चित्र को देखकर प्रश्नों के उत्तर लिखें।)

My name is Munna. I am 7 years old. One day Papa, Minti and I went to the park.

- Where is the ball?
 - Ball is in Munna's hand. ()
 - Ball is in bag. ()
 - Ball is in Minti's hand. ()
- What is father doing?
 - Father is playing with munna. ()
 - Father is sleeping. ()
 - Father is climbing on the tree. ()
- What is Munna doing?
.....
- Where is Munna's family?
.....



Writing

6. Write sentence using in, on, under with the help of picture. (चित्र की सहायता से in, on, under का प्रयोग कर वाक्य बनाइए।)



..... Bag is on the table.

a)



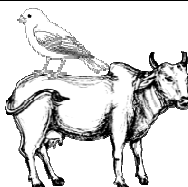
.....

b)



.....

c)



.....

d)



.....

7. Replace underlined word with the opposites given in the box and rewrite sentence. (अंडरलाइन शब्दों का विलोम शब्द चुनकर वाक्य बनाइए।)

a) Priya was happy in the birthday party.

(sad , cry)

.....

b) It is very cold here.

(hot , dry)

.....

c) My brother is very tall.

(big , short)

.....

d) My friend is very fast.

(quick , slow)

.....

8. Fill in the blanks using correct pronoun (he, she, it, they, I की सहायता से वाक्य बनाइए।)

- a) Lalita is my friends.lives in Jaipur. (he, she)
- b) Children are playing in the garden. are happy. (they, it)
- c) Rohit is playing cricket. is my brother. (she, he)
- d) My name is Kavita. study in class 4. (she, I)

9. Fill in the blanks using number name and has/have. (has/have एवं number name की सहायता से रिक्त स्थान की पूर्ति कीजिए।)

She has ten (10) cats.

- (i) They (11) dogs.
- (ii) I (12) kites.
- (ii) She (17) cows.
- (iv) We (15) pigs.
- (v) He (19) pencils.
- (vi) She (13) books.

10. Look at the picture and write 5 simple lines using the words given in hint box. (चित्र पर दिए गए शब्दों की सहायता से 4-5 लाइन लिखिए।)

kite

Children

Playing

He , she, they

is , are

ball



.....

.....

.....

.....

.....

.....

[illegible]

दिनांक :

लर्निंग लेवल आकलन पत्रक (समर्थन पूर्व)

बुनियादी क्षमताएँ

कक्षा : 5 (कक्षा-4 के पाठ्यक्रम पर आधारित)

शाला का नाम : रोल नं. :

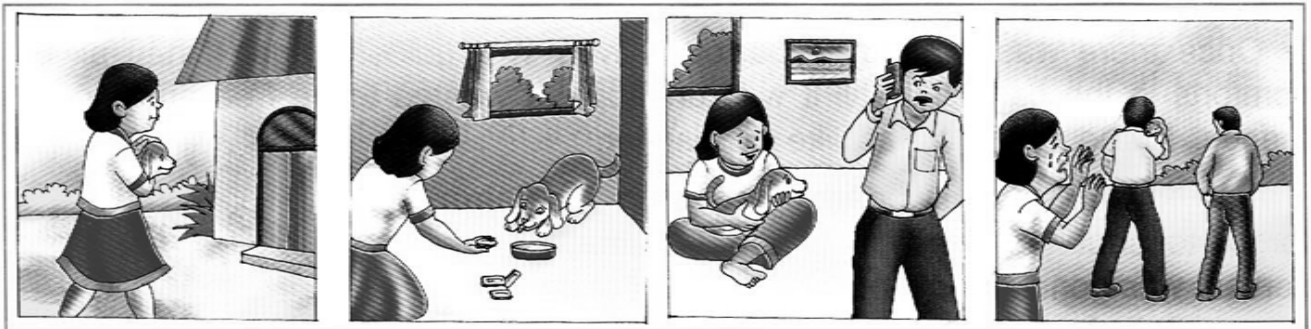
विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Circle the correct spelling. (सही शब्द पर गोला लगाइए।)

- | | | | |
|--------------|-----------|-----------|-----------|
| a) School | Skool | Eschool | Schul |
| b) Emportant | Important | Impurtant | Emportent |
| c) Doctar | Dactar | Doctor | Docter |
| d) Market | Murkat | Markat | Markit |

2. Re-arrange the sentence in logical sequence. (चित्र की मदद से वाक्य को सही क्रम में लिखें।)



- I. Rita is crying because two boys are taking puppy. ()
- II. Rita is taking puppy to her home. ()
- III. Puppy is hungry and Rita is giving it milk and biscuit. ()
- IV. Rita is sitting with puppy. ()

3. Read the passage and answer the following question. (अनुच्छेद को पढ़कर प्रश्नों के उत्तर दीजिए।)

The bus is at the bus stand. Ten people are in the bus. The driver is in his seat. The conductor is standing behind the bus. He is not in the bus. Mrs. Sharma is jumping into the bus. Her box is on the bus. Two boys are carrying bags. The cow is sitting in front of the bus. A man is shouting at it. The cow is sleeping.

I. Who is jumping into the bus?

- | | | | |
|-----------|--------------|--------|----------------|
| a) Driver | b) Conductor | c) Cow | d) Mrs. Sharma |
|-----------|--------------|--------|----------------|

II. Circle the odd one out.

a) Sleeping

b) Jumping

c) Shouting

d) Behind

III. Why man is shouting at cow?

.....

IV. Where is the box?

.....

4. Rewrite the story in correct order. (कहानी को पढ़कर सही क्रम में लिखिए।)

(i) He put these pebbles and the water came to the top.

(ii) He wanted to drink the water.

(iii) Once there was a crow. He was very thirsty.

(iv) The crow happily drank the water.

(v) A thirsty crow found a pot but it had little water in it.

(vi) He found some pebbles nearby.

i) Once there was a crow. He was very thirsty.

ii)

iii)

iv)

v)

vi) The crow happily drank the water.

5. Answer the questions with the help of picture. (चित्र की सहायता से प्रश्नों के उत्तर दीजिए।)

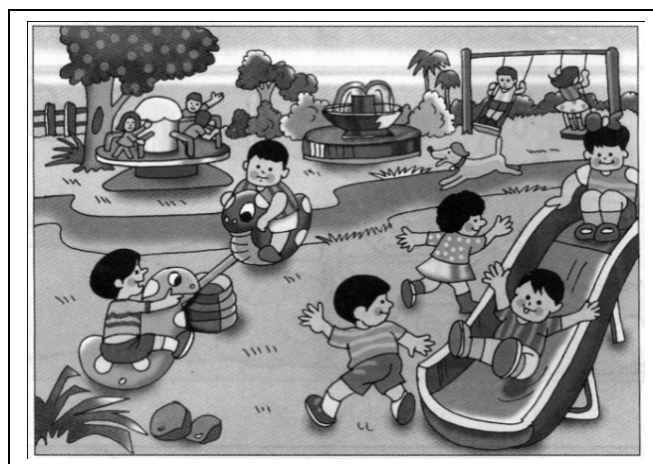
(i) How many children are there in the picture?

.....

(ii) What are the children doing?

.....

(iii) Which animal do you see in the picture?



(iv) How many children are playing on the slide?

.....

(v) Write name of objects given in the picture.

.....

Writing

6. Read these sentences and correct the underlined words. (रेखांकित शब्द सही कर पुनः वाक्य लिखिए।)

(i) There is many children in the class.

(ii) I is going to a party.

(iii) He are jumping on the bad.

(iv) There are a mangoes the table.

7. Rearrange these jumbled sentences using correct punctuation marks. (विराम चिह्न का प्रयोग कर सही वाक्य लिखिए।)

(i) is playing / my brother / football

(ii) is / laughing / who

(iii) is drinking / Ravi / milk

(iv) ball / where / is the

8. Choose the correct option and fill in the blanks. (सही विकल्प चुनकर रिक्त स्थान की पूर्ति कीजिए।)

a) I like mango.....banana.....I do not like apple. (But / and / because)

b) I cannot use a computerI cannot type. (and / but / or / because)

c) I went to Rajesh's Anita's housethey were not there.

(But, and / And, or / And, but / or, and)

d) I cannot playsingI have to do my homework.

(Because, and / and, because / or, and / And, or)

9. Fill in the blanks choosing the correct option. (सही विकल्प चुनकर रिक्त स्थान की पूर्ति कीजिए।)

a) Ito library yesterday.

b) Priya ismango

c) My motherrice tomorrow.

d) Iwith my friends yesterday.

go	will go	going	Went
eating	ate	Will eat	eats
is cooking	Cooked	Will cook	Cooks
Will play	played	Is playing	Plays

(चित्र देखकर दिए गए शब्दों की मदद से 6-7 वाक्य बनाइए।)

A black and white illustration of children playing in a park. In the background, a child slides down a slide, and another swings on a swing set. In the middle ground, a child waves, and another runs. In the foreground, two children are sitting on the ground, playing with blocks and a drawing of a flower.[illegible][illegible]

.....

.....

.....

दिनांक :

Response Sheet of Learning Level Assessment

Grade 2 (Based on grade 1 core competences)				
Oral/ Written Q.No	A	B	C	D
Reading with Comprehension- Read small and capital letters of the alphabet with sound association and the names of two objects beginning with the letters				
R-2	At least 5-6 capital small letter are matched correctly	At least 4-3 capital-small letter are matched correctly	At least 2-1 capital-small letter are matched correctly	All matched but incorrect
R- 3	At least 5-6 word-letter are matched correctly	At least 4-3 word-letter are matched correctly	At least 2-1 word-letter are matched correctly	All matched but incorrect
R- 5	At least 4-3 pictures are circled	At least 2 are circled or 3 correctly circle and more than 2 incorrect pictures are also circled	At least 1 picture is correctly circled	Circled all pictures or did not understand the question
Reading with Comprehension- Associate simple letter/word with picture				
R- 1	At least 5-6 picture-letter are matched correctly	At least 4-3 picture-letter are matched correctly	At least 2-1 picture-letter are matched correctly	All matched but incorrect
R- 4	All 4 picture-word are matched correctly	At least 3 picture-word are matched correctly	At least 2-1 picture-word are matched correctly	All matched but incorrect
Writing- Sight words (name of objects)				
W- 6	At least 6 blanks are filled correctly	At least 4-3 blanks are filled correctly	At least 2-1 blanks are filled correctly	Randomly filled the blanks
W-10	Under each section 3 words are written	Under each section 2-1 word is written	Wrongly put words or 1 is correct in any section	Randomly written the words/ drawn something/has written other words
Writing- Write small/capital letter of the alphabet				
W-7	All 6-5 letters are written correctly	At least 4-3 letters are written correctly and if mirror image is written for any two letters	At least 2-1 letters are written correctly or has written mirror image of all the letters	Has written but not correctly (scribble)/ copied the letters
W-8	At least 6-5 small or capital letters are written correctly	At least 4-3 small or capital letters are written correctly	At least 2-1 small or capital letters are written correctly	Has written but not correctly (scribble)
W- 9	7 blanks are filled correctly in sequence using correct strokes	At least 6-4 letters (may be mirror image) are written but randomly written without using correct strokes	At least 3-1 blanks are filled correctly randomly and letter formation is not clear	Not written letters correctly

Grade 3 (Based on grade 2 core competences)				
Oral/ Written Q.No	A	B	C	D
Reading with Comprehension – Read three letter word				
R-1	Identify the word for 5-6 pictures and are correct	Identifies at least 4-3 pictures with three letter word	Identifies at least 2-1 pictures with the word	All incorrect/did not understand the question
R-4	Identify 4-3 odd one from the group and all correct	Identify at least 2 odd words from the groups	Identify at least 1 odd word from the groups	All incorrect /did not understand the question
Reading with Comprehension- Associate simple words/sentences with the help of picture				
R-2	Identify the name of 4-3 picture	Identify the name of at least 2 pictures	Identify the name of at least 1 picture, others randomly circled	Randomly circled all the options, did not understand the question
R-5	Match 4-3 the picture with appropriate sentence	Match at least 2 pictures with appropriate sentence	Match at least 1 picture with appropriate sentence	Randomly matched without understanding
Reading with Comprehension- Identification of vocabulary words learnt				
R-3	Identify the odd one from the group and 4-3 correct	Identify at least 2-odd words from the groups	Identify at least 1 odd words from the groups	All incorrect /did not understand the question
Writing- Write three letter word				
W-6	Name of 5-6 pictures are written correctly	Name of at least 4-3 pictures are written correctly, could write mirror image of letters	Name of at least 2 pictures are written correctly using Hindi pronunciation like BDK for gun	All spellings are incorrect
W-7	Write three letter word for 4-3 option like bat-hat-sat,	Write three letter only for two options	Write three letter word for only one option	Did not understand what to do, wrongly attempted
Writing – Frame simple sentence				
W-8	3-4 blanks are filled correctly	At least 2 blanks are filled correctly	At least 1 blank is filled correctly	Randomly filled is/am/are in sentences
W-9	Used words to frame simple sentences he/she and at least 3 are written correctly	Used words to frame simple sentences but only 2-3 are correct	Attempted by only 1 is correct, has written pronoun for each picture but can't frame sentences	Copied just words or sentence structure is completely incorrect.
W-10	All four sentences are framed correctly	At least 3 sentences are framed correctly	At least 2-1 sentences are framed correctly or has started the with correct word but could not complete the sentence	All incorrect

Grade 4 (Based on grade 3 core competences)				
Oral/ Written Q.No	A	B	C	D
Reading with Comprehension- Read simple sentences				
R-1	Match 5-6 pictures with appropriate sentence	Match at least 4-3 picture with appropriate sentence	Match at least 2-1 picture with appropriate sentence	Randomly matched without understanding
R-2	Matched all 4 pictures with appropriate sentence	Matched 3 pictures with appropriate sentence	Matched 1 or 2 pictures with appropriate sentence	Did not relate sentence with picture
R-3	Tick the appropriate sentence for 4-3 pictures	Tick the appropriate sentence for 2 pictures	Tick the appropriate sentence for 1 picture	Randomly circled and could not relate picture with sentence
R-4	Could mark the correct answer for at least 5-6 sentence	Could mark correct answer for at least 3-4 sentences	Could mark correct answer for at least 2-1 sentence	Marked T/F without understanding the question
Reading with Comprehension- Answers simple question				
R-5	Framed correct sentences to answer all the questions and ticked on correct option	Ticked on correct option but has written descriptive answer in one word only	Ticked on any one option and did not attempted descriptive question	Did not answer any question or copied the question as it is or scribbled
Writing – Write simple sentences				
W-6	Used appropriate preposition in sentence to describe 3-4 the pictures	Used appropriate preposition in sentence to describe 2 the pictures with mistake in sentences structure	Did mistake in using preposition and sentence structure is also incorrect or has written just preposition	Did not understand the question and copied the words
W-10	Describes the elements of picture, words given as hints are used, sentence structure is correct	Describes the elements but not covers full picture and mistake in spellings	Used words given as hints but did not frame correct sentence, lot of spelling mistake and grammatical rules were not used	Copied the words, did not write sentences
Writing- Grammar Concepts (is/are/am, pronouns, number names, has/have)				
W-7	Could choose opposite for 3-4 bold words given	Could choose opposite of only 2 words given	Could choose opposite of only 1 word given	could not recall or write the opposite word or copied the sentence
W-8	3-4 blanks are filled correctly	At least 2 blanks are filled correctly	At least 1 blank is filled correctly	Did not understand the question
W-9	At least 5 blanks are filled correctly using has/have, number name	At least 4-3 blanks are filled correctly using has/have, number name with spelling mistake in number name	At least 2-1 blanks are filled correctly or only has/have is written or number name	Did not understand the question

Grade 5 (Based on grade 4 core competences)				
Oral/Written Q.No	A	B	C	D
Reading with Comprehension- Vocabulary learnt				
R-1	All four correct spellings are identified	3 correct spellings are identified	2-1 correct spelling is identified	Did not find the correct spelling
Reading with Comprehension-Answer simple question				
R-2	If sequence is ii, iii, iv, i	If sequence is ii, iv, i, iii	if only ii is marked or any one is correct	any other is marked
R-3	If all the answers are correct	If only option questions are attempted and descriptive answers are written in keywords or have mistake	If any one question is correct	Attempted but all incorrect
R-4	If order of the story is arranged properly	2-3 sentences are in order	1 sentence is in order	Not attempted or copied the sentence
R-5	4-5 questions All are answered correctly	If 3-2 questions are answered with slight mistake in spelling or sentences structure	Answered in one word or only 1 are correct	Copied question or randomly written
Writing- Write simple sentences				
W-6	Corrected the underlined mistake for 3-4 sentences and written complete sentence	Corrected mistake in only 2 sentences and has not written full sentence	Corrected mistake in only 1 sentence other are attempted but not correct	Correction made are not appropriate
W-7	3-4 sentences are properly framed	2 sentences are properly framed	1 sentence is properly framed	Attempted but incorrect
W-10	Describes the elements of picture, words given as hints are used, sentence structure is correct, used punctuation mark marks	Describes the elements but not covers full picture and mistake in spellings, punctuation mark is there for each sentence	Used words given as hints but did not frame correct sentence, lot of spelling mistake and grammatical rules were not used	copied the words, did not write sentences
Writing- Grammar Concepts (conjunction and tense)				
W-8	All blanks are filled correctly	At least 3 blanks are filled correctly	At least 2-1 blanks are filled correctly	Did not understand the questions
W-9	4 blanks are filled correctly	At least 3 blanks are filled correctly	At least 2-1 blanks are filled correctly	Did not understand the questions

Name of School : _____ Enrolled Class : _____

LEARNING LEVEL ASSESSMENT

TOP SHEET: ENGLISH

S.No.	Skill	Learning Area	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
		Assessed Class																														
1	LWU	Follow simple instruction (1-5)																														
2	SWC	Recite rhyme (1-5)																														
		Speak name of objects (1-3)																														
		Speak simple sentences (4-5)																														
3	RWC	Reading (Oral Assessment)																														
		Read small and capital letters (sound association, names of two objects) (1)																														
		Associate simple letter/word /sentences with picture (1-5)																														
		Identification of vocabulary words learnt (1-5)																														
		Read simple sentences or three letter word (3-5)																														
		Answer simple question (4-5)																														
4	Writing	Sight words (name of objects) (1-5)																														
		Write small/capital letter of the alphabet (1)																														
		Write three letter word (2)																														
		Frame simple sentence (3-5)																														
		Dictation (1-5)																														
5	Grammar	Opposite (4)																														
		pronoun (4)																														
		has/have and number name (4)																														
		conjunctions (5)																														
		tense (5)																														

LWU: Listening with Understanding

SWC: Speaking with Confidence

RWC: Reading with Comprehension

Principal Teacher's Signature

Teacher's Signature

Special Support Program Manual

Part-C

Special support Program

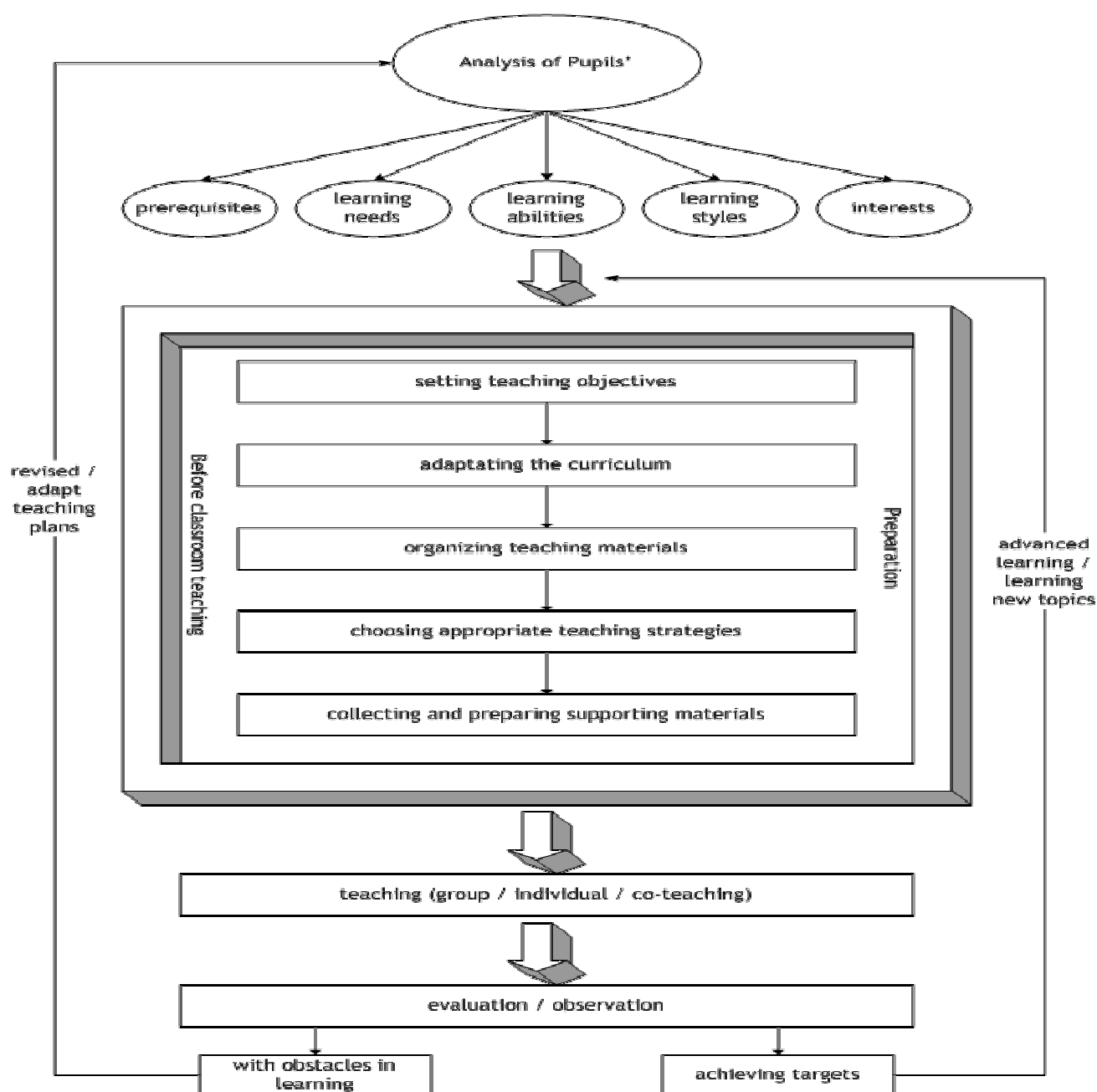
Based on the challenges mentioned in Part A and teaching experience, it has been observed that many children lag behind in various skills of language teaching and learning. The reason behind low learning level could be many. Before starting describing the program it is important to understand learning difficulties.

- a) poor memory
- b) short attention span and easily distracted by other things
- c) Relatively poor comprehension power
- d) lack of learning motivation
- e) lack of self-confidence
- f) fail to catch instructions and mix up things easily
- g) no revision at regular intervals by self or teacher
- h) need more time to complete or understand the concept
- i) have difficulty in understanding new concepts
- j) requires personal attention all the time
- k) lack of resource due to many reasons

Special support program will help students bridge the gap between what they've been taught and what they've learned at a certain grade level.

Apart from the learning difficulties mentioned above children showcase different abilities and learning styles. Special support program has been designed considering diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning. Areas of support will comprise of:

- core competencies of the classes
- addressing the need of multi-level rather than planning same activity for whole class



Special support teaching strategies²

1. Individualized Educational Programme (IEP)

Geared to the learning needs of individual pupils, the Individualized Educational Programme aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Programme should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the programme. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

¹<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/remedial-teaching-primary.html>

²<http://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/remedial-teaching-primary.html>

2. Peer Support Programme

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group teaching and self-study sessions as well as outside class. Peer support programme helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the programme, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this programme is more suitable for pupils of higher grades.

3. Handling pupils' behaviour problems

- I. always observe the performance of pupils in class and their behaviour in groups
- II. establish close relationship with pupils, develop mutual trust and listen carefully to what they say
- III. establish close relationship with pupils, develop mutual trust and listen carefully to what they say
- IV. keep in close contact with parents to find out the cause of pupils' behaviour problems
- V. help pupils build up self-confidence and a healthy self-image
- VI. give positive reinforcement to pupils' good behaviour, and do not pay undue attention to their misbehaviour
- VII. do not try to change all the deviant behaviour of pupils at once. Teachers should list out the problems and set the priorities with an aim to improve one or two of them at a time.

Special support Teaching Approach

The objective of remedial teaching is to give additional help to pupils who, for one reason or another, have fallen behind the rest of the class in English. For example: If a child is not able to read and identify the letters of the alphabet then it becomes very difficult for that child to even read (without comprehension) the grade level text. Hence, it becomes important to take children out from the class and bridge the learning gap through remediation.

It is important to understand that approach taken in remediation may differ from approach followed in classroom teaching. It must also be noted that most of the learning difficulties pupils in remedial classes encounter may not be within the child, but are relative to the context where the learning is taking place, such as the family background of the child, the physical and learning environment of the school, and the pupils' peer groups. Once we understand this, we will begin to view our pupils from a different perspective and try to accept their learning difficulties as a transient and soluble problem. We will begin to see our pupils as children who can be taught and helped to overcome their learning difficulties.

Teacher taking remedial classes should consider following factors in mind:

- careful selection, adaptation and designing of teaching materials;
- stimulating approaches;

- concrete examples;
- smaller teaching goals;
- sufficient practice and recycling;
- adequate communicative use of the language; and
- increased exposure.

The teaching material organised in the module in a way that it enable children to progress towards learning target at the end of specified time period. When introducing any concept the instruction should be bilingual. However, it does not mean that teacher start helping the children to find the solution. While teaching, more focus should be on building the child interest on the journey of knowing and learning. In special support program when child move towards modules, attention need to be given on proceeding towards using of target language in form of day to day communication. Use of concrete examples need to be given.

Packaging of material

The package comprises of suggested strategies and activities for grades that progress in a hierarchical manner.

1. The package will adapt the curriculum to accommodate the learning characteristics and abilities of children. Package will highlight some teaching objectives which are easy to achieve to ensure that children may acquire the knowledge as desired after the completion of each module.
2. There is no one text-book to build the competency and no need to cover all the contents. More focus will be on competencies that are core and require in-depth understanding and application.
3. Teacher must refer to teaching module given as per level.

Formulation of teaching plans

1. With reference to the level of students, teachers must set down the target for remedial teaching and make adjustments according to the performance of students.
2. The detailed daily plan will comprise of:

Skill/Activities	Time	Suggested Activities
Reading with Comprehension	10 mins	Reading of letters, words and stories.
Discussion and games	10 mins	Playing games to build the understanding on concept
Writing	10 mins	Worksheets, Dictation and copying from book or board
Revision and summation of work done	10 mins	Discuss on work done and revising/solving doubts if any

Teacher will make a brief record of learning aspects, teaching objectives, key learning points, activities, use of teaching aids.

3. Post- lesson reviews should focus on teaching process and learning outcome.

Progression of Objectives Skill-wise

Part-D

Learning Objectives Progression- Listening with Understanding (Grade 1 and 2)

Listen to poem/stories, English words and respond in home language or English

eg: self, family, friends, fruit, vegetables and short stories. Answer simple question in mother tongue

eg: stories with actions words, occupation name, fruits, vegetables, school, market and playground, draw a picture of house. Answer simple question using keywords of English.

Follow simple instruction, polite form of expressions in English/home language

eg: please sit down, what is your name? look here etc

Please open your textbook, please give me your copy etc.

Follow different sounds of English words to learn new word

Reciting the poems with actions along with picture, imitative reading with teacher.

Apply knowledge of phonics to read simple words, singing rhymes with actions

Understand and differentiate between sounds of letters

Read and pronounce most of words with teacher's help.

Differentiate between vowel sounds and reads simple words. Ex- Van, Ran

Listen and map the word to picture or picture of word

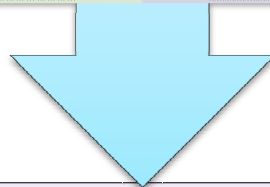
Begins with picture and identifies letter/word with the help of picture

Reads words alone also and can identify the picture for the same.

Listen and follow simple instructions

Listen to the instruction on English and understands the meaning. For ex- Now we are going to read the chapter.

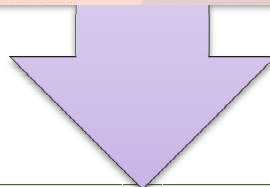
Listen and now even speak simple sentences
For ex- Sit in your subgroups and read the chapter.
Take out your dictionary



Identify and differentiate between various sounds

Understand the sounds of different words and can differentiate words with blending sounds for example
- brush, broom, brick etc

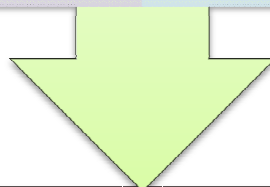
Listens carefully to teacher and applies the understanding while reading



Listen to story carefully and answer simple questions

Listen to the story narrated by teacher which is further explained in Hindi and responds to the questions asked on textual material/narrated stories

Listen to the story narrated by teacher which is further explained in Hindi and responds to the questions asked on textual material/narrated stories



Listen carefully and take dictation of words

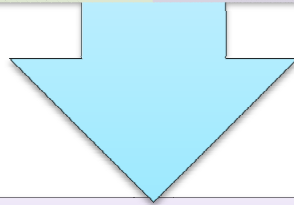
Listen to teacher and write correct spelling using correct punctuation mark

Listen to teacher and write correct spelling using correct punctuation mark

Talk about self, likes and dislikes using simple sentences

Talk in home language and requires teacher's help to use keyword or frame simple sentences in English

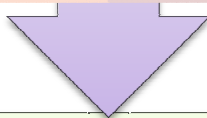
Speaks simple sentences likes My name is Priya, I am seven years old. I like banana.



Use words as per context. Looks at the objects/picture and gives the word.

Tells the name of picture as introduced by teacher

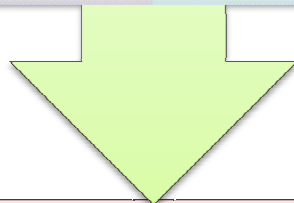
Tells the name of picture and uses simple sentence also to speak. For ex- this is a camel.



Recites rhymes/poem in group or individually

Recite with teacher's help , rhymes are very simple.

Recite simple rhymes with teacher's help and then can sing it individually also.



Looks at the picture and tell stories in own words and shares personal experience

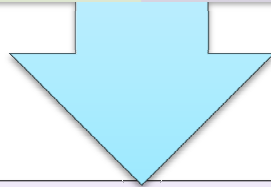
Shares personal experience on a topic like han humner caterpillar ko patte khat hue dekha hai, is chitra main ek billi hai vo dudh pe rahe hai

Shares experience but starts to use keywords also.

Speak simple sentence on given topic/picture

Share personal ideas/experiences on given topic/picture using simple sentence (many children use keywords at this stage)

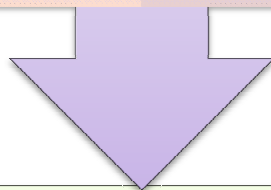
Share personal ideas/experiences on given topic/picture using simple sentences, now move towards making syntactically correct sentences



Use simple sentences to introduce about self

Start to use conjunctions while speaking and other syntax learnt. For ex- I am Kamal, I study in class III, I like icecream and orange juice.

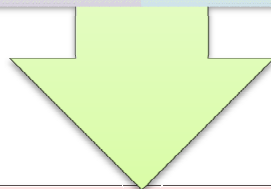
Start to use syntactically rules learnt so far. For ex- I am ragini, I love reading books and playing. My favourite book is the very hungry caterpillar.



Respond to textual questions and ask simple questions

Understand questions beginning with 'where', 'which', 'how', 'and 'how many' and ask simple questions using what, where and how

Understand questions beginning with 'where', 'which', 'how', 'and 'how many' and ask simple questions using what, where and how



Participate in role play or drama

Participate in role play and drama on given topic or textbook

Participate in role play and drama on given topic or textbook

Read small and capital letters of the alphabet

Recognize and use understanding of phonics to read small/capital letters/ simple words

Recognize and use the understanding of phonics to read three letter words such as 'cat'

Read simple words/sentences with the help of picture

Identifies the word with the help of picture like elephant

Read words with/without picture's help like this is a big tree.

Read words with different sounds

Explore and experiment with sounds, words and texts

Segment sound into their constituent phoneme in order to spell them correctly

Read rhymes and stories with the help of the teacher (imitative reading)

Finger reading with teacher's help and catches the sound of word /letter

Read with teacher's help but slowly begin to capture the image of word and read

Read picture and narrate a story

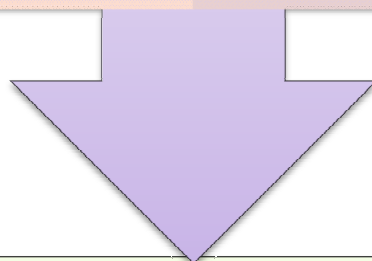
Read picture and narrate personal experience or story using home language

Read picture but begins to use keywords in sharing experiences

Read poems, simple stories and dialogues with or without help of teacher

Read simple text with comprehension. Identifies and located main ideas, detail and sequence of ideas and events

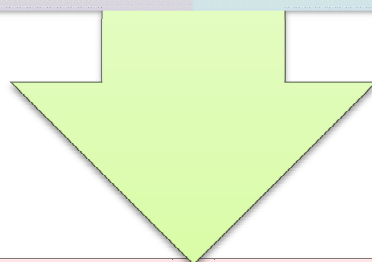
Read simple text with comprehension. Identifies and located main ideas, detail and sequence of ideas and events



Read and understand sentences with reference to context

Infers the meaning of text or unfamiliar word by applying reading strategies

Infers the meaning of text or unfamiliar word by applying reading strategies



Read and locate the information given in the text

Read with comprehension and locate main character, setting, new words in the story

Read with comprehension and apply the understanding of reading strategies to locate the information

Draw and trace as per context

Draw pictures on given word or topic, complete pattern by joining the dots and colour them

Listens to stories and draw imagination, draw on a given topic

Write small and capital letters of the alphabet

Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly (capital and small)

Form simple words (animal name, three letter word, number name etc)

Sentence formation

Fill blanks (with help of picture) to understand the sentence structure

Frame simple sentences using I have , I can, I like

Grammar Concepts

Identify and differentiate between singular and plural forms

Identify action words and use them in sentences

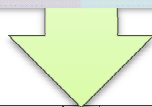
Understands the concept of action words

Use pronoun in place of noun

Write few sentences on given topic or picture

Use learnt words in sentences and correct punctuation marks learnt so far

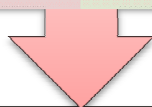
Use learnt words in sentences and correct punctuation marks learnt so far



Write spellings of new words learnt

Increase the vocabulary bank and write the spellings of words correctly

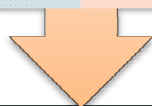
Increase the vocabulary bank and write the spellings of words correctly



Gather information and use graphic organizer to present data

Learn to collect and record data and write few lines using the information collected

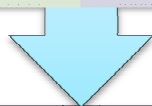
Learn to present data using graphic organisers and write few lines about the information collected.



Complete incomplete story

Complete an incomplete story using hints or fill in the blanks or with the help of picture

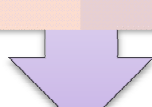
Complete an incomplete story using the syntactical structures learnt.



Take dictation

listen carefully and write as teacher said

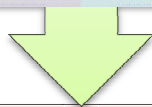
listen carefully and write as teacher said



Answers textual questions rhy

Complete questions and answer after reading paragraph

Complete questions and answer after reading paragraph



Grammar Concepts

has/have/is/am/are/his/her usage of this/that/these/those

Punctuation marks, tenses and conjunction

Strategies and Activities

Part-E

Read small and capital letters of the alphabet/three letter words with or without pictures help

Strategy A

Reading is not an isolated behaviour. It involves simultaneous processing of three types of clues, namely

- i. grapho-phonemic clues or the shape of letters and the sounds associated with them
- ii. syntactic clues or word order (such as noun, follows adjective)
- iii. semantic clues or the meaning of words

Source: Kumar. K, The Child's Language And The Teacher- A Handbook, United Nations Children Fund 1986

Pedagogical Approach for reading in grade 1

- i. Do a rhyme on alphabet phonics; this needs to be done on regular basis
- ii. While doing rhyme (could be any) focus on sound of selected letters and write the letter on board for recognition.
- iii. Ask students to say any English word they know. For example: Ball- sound 'b' in ball, bat, bin. Letter 'b' has a sound which is 'b'. Similarly all letters of English alphabet have associated sound. While focusing on letter sound, show letter card also to children.
- iv. Each time while introducing letter, children can be given a task of drawing objects with the letters being taught. By this they will be able to make their own alphabet dictionary.

Strategy B- Phonemic Awareness Routine

1. Select a one syllable word that is familiar to children, such as "pig".
2. Say the word. (pig) Tell children the word "pig" has three sounds.
3. Tell children to listen for the three sounds. Repeat the word, exaggerating each sound and separating them. (p/i/g) then say it normally. Repeat.
4. Say, "This word has three sounds: /p/i/g-pig".

Use several other words and repeat the procedure saying, “what is the word? How many sounds do you hear? Say the sounds. Which sound is at the beginning? The middle? The end?”

Suggested way of working on textbook:

- Take the textbook and make flashcards for the key vocabulary in the unit. On one side write words, on other side draw pictures.
- In class, I hold up the card and say the word for each picture. Do this couple of times.
- Next, stress on the first sound of the word when you say it for example: ‘m-mango’. You can ask simple questions in between, do you like mangoes? Which fruit do you like to eat?
- Show letter cards to children and help them pronounce the sound. Now, show up the picture and ask children to tell the sound that it starts with.
- Tell them to meaning of word and to use these words in sentences.

Strategy C- Explicitly teaching phonics

Steps	Procedures
Awareness	- Today you will learn to use the sound for the letter b at the beginning of words to help you read and spell. - Listen to this word (pronounce “boat” slowly, each sound slightly exaggerated /b/-/o/-/t/) How many sounds do you hear in this word? (student respond, “Three”) “What is the first sound you hear?”
Segmentation	The first sound in box is /b/. What is the first sound in barn?
Association	- Write the words “box”, “boy” on the chalkboard. Underline the b. Say, “each of these words begins with the same letter and the same sound. The letter is b; the sound is /b/” - Write groups of words on the chalkboard. Have students read the words with you and decide which ones begin with the same letter and sound as Baby Bear
Reading	- Write a few words on the chalkboard that students are likely to know pig, hig - For the first word say, “This word is pig. If we change the beginning letter to b what sound will be at the beginning of this word?”

Reading words with different sounds

Strategy A

Vowels (a, e, i, o, u) are to be introduced just after a group of letters. Introduction of three letter word will be well understood if introduced through vernacular.

- Taking as per word family (an, at, ap, in, ig) in spoken and written form
- Moving from three letter word to four letter word (ack, ill etc) in spoken and written form
- Reading and identification of similar family words

Note: It is not necessary to learn each word as a separate item. There are many patterns by which words can be grouped, and learning groups with a common pattern is a simple and efficient approach. One would not teach any pattern together, as this would invite confusions; best practise would be to teach the most common patterns first and other at intervals later on.

When working on three letter words one can refer to following approach

- I. Revise the knowledge of sound that is being introduced in previous class. Give students vowel and consonants cards and let students speak the sound of letter and forming a word sound. Draw student's attention to the ending sound.

A		E		I		O		U	
Ab	dab lab	Eb	web	Ib	nib fib	Og	dog fog	Ub	tub rub
Ag	bag rag	Ed	red bed	Ig	big pig	Ob	job rob	Ug	bug jug
Am	jam dam	Eg	beg leg	In	sin bin	Op	mop top	Ud	mud bud
Ap	map tap	Esk	desk	Ing	sing king	ock	lock rock	Us	Bus
And	band sand	Elp	help	Ilk	milk silk	Oss	toss moss	Uck	luck tuck

- II. Once students have gained fair understanding of family sound words then introduce them with digraphs (ch, sh, wh, th) and blending (br, tr, pletc)
- III. Stories and other reading material are suggested to be used simultaneously for students to gain mastery on pronunciation. Additionally, teacher will speak the word and students have to listen carefully and write the same.

Pronunciation Guide:

English is not our mother tongue and we can't expect to have perfect pronunciation. The exposure to listening and speaking is comparatively less than reading and writing. Hence, more listening and speaking should be done to improve pronunciation over time.

Single Vowels	Pairs of vowels making a new sound	Vowels change by consonants	Pair of consonants making new sounds	Others
short a (mat, ant)	Ai (train, paint)	Ar (car, park)	Th- unvoiced (three, thanks)	All (tall, fall)
Short e (bed, end)	Ea (leaf, dream)	Er (her, verse)	Th- voiced (this, mother)	Qu (queen, quick)
short i (fish, it)	Ee (sheep, been)	Ir (bird, shirt)	Sh (she, short)	Y (sunny, happy)

Single Vowels	Pairs of vowels making a new sound	Vowels change by consonants	Pair of consonants making new sounds	Others
short o (shop, hot)	Oa (boat, road)	Or (short, or)	Ch (which, chicken)	ing (sing, talking)
short u (bus, under)	Oo (look, good)	Ur (ture, purple)	Ph (phone, elephant)	
long a (race, late)	Ou (ground, out)	Ow (town, low)	Gh (laugh, enough, high, although)	
long e (these, scene)		Ay (day, play)	Wh (what, why)	
long i (time, like)				
long o (home, bone)				

Source: Letter and Sound of English, Pg- 7-8, TESS India

Reading simple sentences

Type A: Simple sentences (without picture)

I like apples, He likes pears, We like running Down the stairs.	I am tired, I want to go to bed, I want to lie down, A pillow under my head.
I can ride a bicycle, I rode fast and slow Riding in the village, Down the hills I go.	I am going to the shops, With my Dad, I am very happy, I am not sad.
Come to my house Come and play, Come in the morning, And stay all day.	Tea is hot, Ice-cream is cold, A baby is young, grandmother is old.
I can sing and I can talk, Going to school, While I walk.	Big feet, little feet, One, two, three, Large hands, small hands, On you and me.
Look at her, Look at me, Who is taller? Can you see?	His flower is red, Her flowers are blue, He has one, And she has two.

Four little cats, Three big dogs, One baby elephant, And tow fat frogs.
This is my father, That is my mother, She is my sister, I am her brother.
I am licking my ice-cream, I am eating my cake, I am drinking my milk, And sweet tea that I make.
My brother is sick, My brother is ill, The doctor says, He must take a pill.
Open your book, Pick up your pen, Write the numbers, From one to ten.
Where are you going? Why do you run? I am going to the bakery, To buy a bun.
When I sleep, I close my eyes, I open them again, When I rise.
An elephant is big, A monkey is small, A snake is thin, A giraffe is tall.
You wash your face, You wash your feet, And you wash your hands, Before you eat.

Throw the ball up, Catch it coming down, Play in my garden, When you come to town.
Where is my pencil? Where is my book? They are not here, Or anywhere I look.
This is my head, This my nose, Ten little fingers, Ten little toes.
Open the window, Shut the door, Take the broom And sweep the floor
We have a son, We have a daughter, He drinks milk, And she drinks water.
Fish can swim, Birds can fly, The fish in the water, The birds in the sky.
Your dress is white, My shirt is blue, Your dress is old, My shirt is new.
We learn to read, We learn to write, At school every day, And we sleep at night.
The sun in the day, The stars at night, See the moon, what a lovely sight.

My cat is thin,
Your dog is fat,
I sleep in a bed,
My dog sleeps on a mat.

He can read a book,
She can sing a song,
We can read and write,
A story that is long.

Point to the ceiling,
Point to the floor,
Look at the window,
Look at the door.

Some books are big,
Some books are small,
Some boys are short,
Some boys are tall.

I have a dog,
You have cats,
We like to wear,
A nice white cap.

Why are you running?
Are you later?
The bus is full,
And I can't wait.

Reading simple sentences with the help of pictures and guided questions

Nani's Glasses



These are nani's glasses.
(make circle around each eye with fingers)

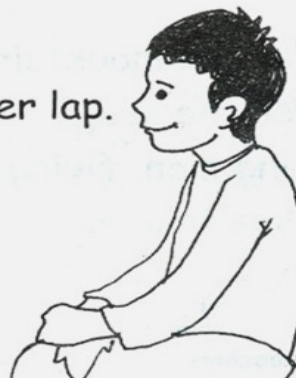


This is nani's saree.
(sweep hands over head and around back or use a dupatta)

This is the way she folds her hands
(fold hands)



And lays them on her lap.
(lay hands on lap)



For parents and teachers

Activity:

1. Bring things that belong to Nani: glasses, saree, sandals, mala, watch, necklace, bangles, purse.

Say, "These are Nani's bangles." "This is Nani's mala."

...and so on with others. (You can write the sentences on the blackboard or copy and read them out). Pick up a child's copy, pencil etc. and say, "This is Ankit's pencil."

2. Ask children for words rhyming with "lap" and write them on the board or copy. Make sentences with them.

Reading simple stories

While working on any story book make sure that all students get access to the text.

- ❖ Before beginning to read ask simple questions on the title of story, 'what is going to happen in the story?' Show the picture given on cover page and ask students to interpret the story.
- ❖ Read the story with correct pronunciation and intonation so that students also understand the meaning of punctuation marks.
- ❖ During reading, check the understanding of children by asking questions based on the text and also encourage them to predict the story.
- ❖ After reading, ask questions (which are not only factual) that foster imagination and creative thinking. This will build the connection between listening comprehensions with reading comprehension.
- ❖ In order to let children read the story properly, teacher place the finger on word, read the word aloud and student read along with the teacher.
- ❖ To develop independent reading habits in children encourage them to read the story.
- ❖ Create a word wall in the class of the new words learnt and ask students to copy the same in notebook also.

The above practice will help the learner to build competence of reading with comprehension- reading is not mere identification of words but it to understand the main idea of story by understanding the text in detail. Additionally, they also learn to read the complex words by breaking into parts.

Writing Activities

Objectives	Teaching Activities
Scribble, draw and assign meaning to drawing	1. Encourage students to draw or write about the story they have read. When completed, the teacher ask student to tell what he/she has written. The teacher's write student's explanation under the picture. 2. Have students draw pictures of familiar people (such as family members) or objects. When drawing is complete, teacher adds caption to the picture as student explains picture.
Random Writing; letter like forms	1. Find a topic that is interesting to the student and embed writing skills into related art. For example, if the student is interested in snakes, allow him to help draw the snake. The teacher can draw the top line, the student can copy the line to make the bottom line of the snake. Encourage him to draw stripes on the snake. He can draw the eye by making a dot and the tongue by making a line sticking out. Have the student draw some scales by making little c's. When a picture is completed, have the student write a caption or label the picture. Students need to repeatedly see the teacher "model" writing. This modelling can be done when the teacher adds a title or caption to his/her drawing. 2. Teacher gives letter/word cards along with picture and encourages students to identify the word/letter for picture and copy the same in four-line. 3. Exercises related to tracing the letter and word should be encouraged.

Objectives	Teaching Activities
Dictation	Listen to words and sentences and write the same.
Writing to communicate ideas	1. Allow students to write, what has been learnt in spoken form, for ex- I like (a picture of mango) slowly we will be removing I like and encouraging students to make sentence on their own. 2. Continue to encourage students to keep a personal journal. Have students draw a picture of an activity, a community based experience, or a special focus of instruction. After the student has completed the daily entry in the journal, ask him/her to label the picture with a short message. When the student has completed the label, he/she can "read" it to the teacher so that the teacher can write an explanation of the label. While labelling the picture attention should be drawn to use the sentence structure used in spoken form like this/that/these/those and also explicitly teach punctuation mark.
Learning the approach of using phonemic awareness to teach the letters of the alphabet Learning to make new words on the basis of sounds of the letters	Step 1: A phonic song "A as in apple, a-, a-, apple" will be done followed by showing a picture (which has bus), and asking following questions and seeking responses from the participants. - What do you think is going on here? - Do we come to school in a bus? - Have you ever sat in a bus? - What do you think is the first sound of 'b'? - Can you think of some words from your language which starts with the sound of 'b'. - Can you think of any English word which starts with the sound of 'b'. Let's learn the English names of these picture and we will also learn how to write it. Step 2: Write the letter 'b' on board and explain how the sound is written and the name of sound 'b' is b. Step 3: Introduce the sound of other consonants and vowel and read different words using the sound mechanics. Step 4: Facilitator would speak out the letter and participants will ask them to identify the first sound. Step 5: Facilitator would share how to make new words. a) sound of b + sound of 'a' = sound of 'ba' + sound of 'd' = bad b) Sound of c +sound of 'a'= sound of 'ca' +sound of 'b'= sound of 'cab'
Learning to make simple sentence	Step 1: Form groups of five. Each group will have one piece of paper or copybook to write on, and at least one pencil. Select one child as the 'starter' in each group. The starter thinks of a sentence but he can only write one word on the paper which now goes to the next child in the group. The child can also contribute just one word-that goes with the first which is already there. The paper keeps going around till the sentence is complete. Anyone can decide at any point that the sentence has become 'sick' and therefore must be abandoned. If others agree, the group gives the paper back to the starter or selects a different starter to write a fresh word.