

# Teacher's Guide

# ENGLISH FOR TODAY

## Class 1



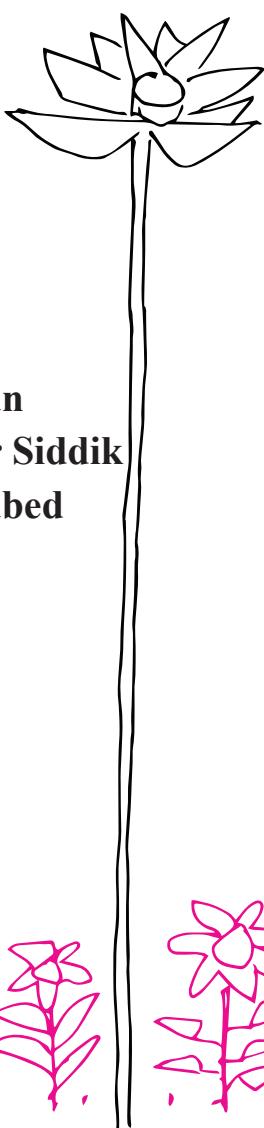
National Curriculum and Textbook Board, Bangladesh

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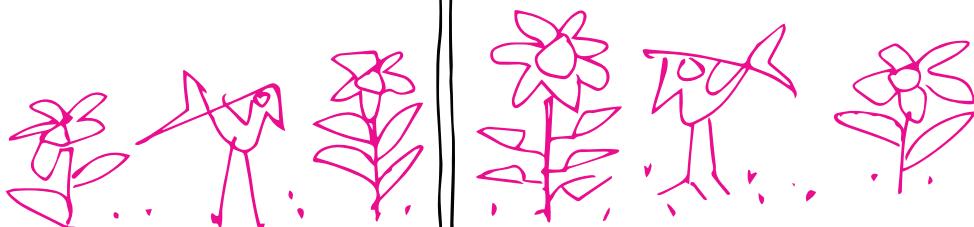


### Authors:

A K M Mujibur Rahman  
Mohammad Abu Bakar Siddik  
Md Khaled Safiullah Jabed  
Reaj Parveg

### Coordinators:

Dr. AKM Reazul Hassan  
Qurratul Ayen Safdar  
Mohd. Golam Mostafa



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**Jahirul Islam Bhuiyan Shetu**



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## Preface

In Bangladesh, English is taught as a compulsory subject from class 1 to class 12. The revised English curriculum 2021 for the primary level aims that learners will achieve English language proficiency for carrying out day-to-day activities in English speaking contexts both in and outside Bangladesh. The main objectives of studying English at the primary level in Bangladesh are to meet the growing need of using English in the rapidly changing, knowledge and technology driven world of the 21<sup>st</sup> century.

For effective implementation of curriculum, NCTB has developed English for Today (EfT) book and its Teacher's Guide (TG). It is believed that the Teacher's Guide will help teachers in designing classroom teaching-learning activities and assessing the students' learning effectively. This English TG consists of general instruction, important notes on teaching pedagogy, session names, session procedures and formative assessment checklists.

English Teacher's Guide is designed in such a way which helps teachers to design the session activities for the students using interactive, creative and communicative approaches. Even the TG encourages the teachers to add or choose alternative activities considering the learning outcomes and students' needs. This is the first time in Bangladesh that English TG is written in English, which creates opportunities for the teachers to use English proficiently in the classroom, and it is also expected that the students will be confident in using English for day-to-day communication through developing four basic language skills.

I hope this English TG will help teachers for taking teaching preparation skillfully with a view to making students' learning joyful, active and interactive.

The dedications of the contributors-authors, editors, rational evaluators, reviewers and personnel of printing and publication have enriched the TG. As the book has been produced within a very short time, any constructive suggestions for its further improvement will be highly appreciated. I hope that the use of this TG will be proved effective and impactful for all the children with immense potential and possibilities.

**Professor Mohammad Farhadul Islam**  
**Chairman**  
**National Curriculum & Textbook Board, Bangladesh**

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# Introduction

## শিক্ষকের জন্য সাধারণ নির্দেশনা:

- বিদেশী ভাষা হিসেবে অনেক শিক্ষার্থীর জন্য ইংরেজি ভাষা প্রথম শেখার সুযোগ হবে বিদ্যালয়ে, তাই শিক্ষক হিসেবে শ্রেণিকক্ষে শিক্ষার্থীদের জন্য অনুকূল পরিবেশ তৈরি করে শিক্ষার্থীদের ইংরেজি ভাষা শেখার ভীতি দূর করবেন।
- পাঠ পরিচালনার পূর্বে অবশ্যই শিক্ষক সহায়িকায় প্রদত্ত শিখন-শেখানো কার্যাবলী ভালোভাবে পড়ে সে অনুযায়ী প্রস্তুতি গ্রহণ করবেন।
- পাঠের সাথে সম্পর্কিত প্রয়োজনীয় শিখন-শেখানো উপকরণসমূহ সকল শিক্ষার্থীর উপযোগী (Multisensory) করে প্রস্তুত করবেন এবং শ্রেণি পাঠ পরিচালনার সময় শ্রেণিকক্ষে সেগুলোর ব্যবহার নিশ্চিত করবেন।
- ইংরেজি বইতে প্রদত্ত আ্যন্টিভিটিসমূহ কীভাবে শিক্ষার্থীকেন্দ্রিক করে শ্রেণিকক্ষে অনুশীলন করা যায়, তার সুস্পষ্ট নির্দেশনা শিক্ষক সহায়িকাতে দেয়া হয়েছে, শিক্ষক সে অনুযায়ী পাঠ পরিচালনা করবেন।
- শিক্ষক শ্রেণিকক্ষে প্রমিত ইংরেজি ব্যবহার করবেন প্রয়োজনে শিক্ষার্থীদের বোধগম্যতার জন্য বাংলায় ব্যাখ্যা প্রদান করতে পারবেন। ট্রেক্টরুকে প্রতিটি পাঠে প্রদত্ত Classroom language/Instructional language সমূহ শিক্ষার্থীদের বোধগম্য করার জন্য Body language/Gesture/Mime ব্যবহার করবেন, এবং কথোপকথনে শিক্ষার্থীদের Classroom language ব্যবহারে উৎসাহিত করবেন।
- শ্রেণিকক্ষে শিক্ষার্থীদের পর্যাণ্ত ইংরেজি শোনা, বলা, পড়া এবং লেখা অনুশীলনের সুযোগ নিশ্চিত করবেন।
- প্রতি পাঠের শুরুতে পূর্ববর্তী পাঠের পুনরালোচনা (Review) করবেন, পাঠ রিভিউয়ের সময় পিছিয়ে পড়া শিক্ষার্থীদের গুরুত্ব দিবেন।
- শিক্ষক সহায়িকায় প্রদত্ত Presentation of the session অংশটি মূলত Input, এই অংশে শিক্ষক প্রয়োজনীয় শিক্ষা উপকরণ ব্যবহারের মাধ্যমে শিক্ষার্থীদের পাঠের নতুন ধারণা দিবেন।
- শিক্ষক সহায়িকায় পাঠের অনুশীলন (Practice) অংশে শিক্ষার্থীদের দলে/জোড়ায় কাজের নির্দেশনা দেয়া হয়েছে, শিক্ষক শ্রেণিকক্ষে জোড়ায়/দলগত কাজে শিক্ষার্থীদের সক্রিয় অংশগ্রহণ নিশ্চিত করবেন এবং পর্যবেক্ষণ করে প্রয়োজনীয় সহায়তা প্রদান করবেন।
- শ্রেণিকক্ষে Language games এবং অনুশীলনের জন্য জোড়া/দল গঠনের ক্ষেত্রে শিক্ষক অবশ্যই জেন্ডার ইস্যু/সেনসিটিভিটি খেয়াল করবেন।
- শিক্ষক সহায়িকাতে প্রতিটি পাঠের শিখন-শেখানো কার্যাবলী বিবরণীতে শিক্ষার্থীদের পাঠ মূল্যায়নের (ধারাবাহিক মূল্যায়ন) কথা বলা হয়েছে, প্রতি লেসনে প্রদত্ত মূল্যায়ন নির্দেশকসমূহ ব্যবহার করে শিক্ষক পাঠ চলাকালীন বা পাঠ শেষে মূল্যায়ন করবেন এবং তথ্য সংরক্ষণ করবেন। মনে রাখতে হবে, ধারাবাহিক মূল্যায়নের অন্যতম উদ্দেশ্য হচ্ছে প্রতিটি শিক্ষার্থীর শিখন নিশ্চিত করা।
- শিক্ষক সহায়িকাতে কিছুসংখ্যক Alphabet পাঠ শেষে রিভিউ পাঠ দেয়া হয়েছে, শিক্ষক ঐ পাঠসমূহে পিছিয়ে পড়া শিক্ষার্থীদের (বিশেষ করে যেসব শিক্ষার্থীর ইংরেজি বর্ণ ও নম্বর চিনতে/লিখতে সমস্যা আছে) ব্যক্তিগতভাবে সহায়তা করে তাঁদের শিখন নিশ্চিত করবেন।
- শিক্ষক সহায়িকাতে একটি নমুনা সময় বিভাজন দেয়া হয়েছে; শিক্ষক পাঠের বিষয়বস্তু ও শিক্ষার্থীদের অবস্থা বিবেচনায় নিয়ে পাঠের সময় বিভাজন সময় করবেন।
- শিক্ষক সহায়িকাতে প্রদত্ত শিখন-শেখানো কার্যাবলীসমূহ একটি মডেল/নমুনা হিসেবে শিক্ষকের জন্য দেয়া হয়েছে, শিক্ষক প্রয়োজন অনুসারে শিখনফলের সাথে সম্পর্ক রেখে প্রয়োজনীয় আ্যন্টিভিটি সংযোজন

- করতে পারেন। এক্ষেত্রে অবশ্যই শিক্ষক শ্রেণিকক্ষের পরিবেশ, শিক্ষার্থীদের পারগতার মান ও পাঠের সময় বিবেচনায় নিবেন।
- পাঠ অনুশীলনে ও পাঠ মূল্যায়নে একীভূত বিষয়সমূহ (Inclusive Pedagogy) বিবেচনা করে শিখন-শেখানো কার্যক্রম পরিচালনা করবেন।
  - শিক্ষক সহায়িকাতে শিখন-শেখানো কার্যাবলী পরিচালনায় বিভিন্ন ধরনের ল্যাঙ্গুয়েজ গেমস (Language Games)/অ্যাক্টিভিটি আয়োজনের কথা উল্লেখ করা হয়েছে। শিক্ষক পাঠ পুনরালোচনা, পাঠ উপস্থাপন, পাঠ অনুশীলন ও পাঠ মূল্যায়নে প্রযোজ্য ক্ষেত্রে ল্যাঙ্গুয়েজ গেমস (Language Games) এবং অ্যাক্টিভিটি পরিচালনা করবেন।
  - শিক্ষক সহায়িকাতে Alphabet- a A, b B সম্পর্কিত পাঠগুলোর শিখন-শেখানো কার্যাবলী বিশদভাবে বর্ণনা করা হয়েছে, শিক্ষক সহায়িকার কলেবর কমানোর নিমিত্তে বাকি Alphabet-এর পাঠগুলো সংক্ষিপ্ত আকারে বর্ণনা করা হয়েছে। তাই বাকি Alphabet গুলো পড়াতে গেলে শিক্ষকের কোনো স্পষ্টীকরণের প্রয়োজন হলে Alphabet-a A, b B সম্পর্কিত পাঠগুলোর সহায়তা নিতে পারেন।

## Some important notes on Curriculum and Pedagogy

**Competency:** In general, competency is a combination of knowledge, skills and attitudes (KSA). It is expected that the competency would be reflected in the listening, speaking, reading, writing, and thinking, presenting, assessing and applying abilities.

**Terminal competency:** The competencies that learners achieve after finishing the primary education cycle.

**Subject wise competency:** For each subject, the required competencies are specified as subject wise competencies.

**Class wise attainable competency:** For each grade/class, the required competencies are specified as grade/class wise attainable competencies.

**Learning outcome:** Learning outcomes are observable and measurable statements of what a student knows, thinks, or can do as a result of an educational experience/ learning. We design our lesson focusing on learning outcomes which is a small component of class-wise attainable competency. Learning outcomes are aligned to learning resources/textbooks, teaching learning and assessment checklist.

**Domain:** In 1956, educational psychologist Dr. Benjamin Bloom created a system to classify learning objectives into a series of learning domains.

Bloom identified three domains or categories, as educational objectives. These are -

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

**Knowledge:** Remembering or retrieving previously learnt ideas/ examples/information by recalling facts, terms, basic concepts and answers.

**Comprehension:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, describing and stating the main ideas.

**Skill:** The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas in performing ability.

**Attitude:** Attitude includes how we deal with things emotionally, such as feelings, values, appreciation, enthusiasm and motivations. These issues fall under the affective domain.

**Observation:** During the teaching-learning activities, the teacher will observe the students to support their learning when necessary. The teacher will also observe students' activities as part the formative assessment.

**Role Play:** Role play is defined as acting out or performing the part of a person or character in a specific situation.

**Pairwork:** Two students work together on a topic for learning something, such as learning vocabulary. During pair work, teachers should monitor whether students are doing their tasks according to the provided instructions or not. Teachers have to help the students for doing pairwork effectively if necessary. After finishing pair-work, pairs are supposed to demonstrate their activities in front of the class.

**Group work:** In group work, more than two students work together on the same or different activities. During group work, teachers should monitor whether students are doing their tasks according to instructions or not, and help them if necessary. After finishing group work, groups are supposed to present/ share their work in front of the class.

**Chain drill:** Chain drill is a teaching technique in which the students practise drilling/ repeating sounds or others one after another. This technique starts with student1 who selects student2 next to him/her. Thus, it continues up to the last student. It allows the learners to practice dialogue, build vocabulary and develop clearly stated ideas about a familiar topic using repetition as the primary teaching strategy.

**Total physical response (TPR):** This is a language teaching method based on the coordination of language and physical movement. In TPR, teachers give commands to the students in the target language with body movements and students respond/ repeat with whole-body actions.

**Project-based learning (PBL):** It is a student-centered teaching method in which students learn by actively engaging in real-world challenges and problems. It is believed that students acquire deeper knowledge through active exploration of real-world challenges and problems.

**Language games:** It helps students to learn the four skills-listening, speaking, reading and writing with joy. Teachers can play language games with the students in the classroom to enhance students' learning. There are different types of language games that can be applied by teachers for learning, presenting different items, practising and assessing students. Examples of some recognized language games are-Bingo game, Mime game, Guessing game, Information gap, Memory game, First letter game, Introduce your partner game, The Alphabet game, Number game etc. Teachers are also encouraged to introduce the local games in the classroom teaching if those are relevant to the learning outcomes.

**Assessing learning:** It is a process for observing how far students have achieved learning outcomes or not. It should be directly related to the stated learning outcomes.

**Assessment:** Assessment is the ongoing process of making informed and consistent judgements to improve students' future learning. It should be governed for assessing the targeted students' learning outcomes.

**Formative Assessment:** It is a technique used by the teacher to monitor students' progress continuously in a non-threatening and supportive environment. It's a part and parcel of the teaching-learning process. It involves regular feedback.

**Summative Assessment:** It is used to determine at a particular point in time what students know and do not know. It could be -

- end-of-unit or chapter tests
- end-of-term or semester exams
- scores that are used for accountability for schools and students (report card grades)

**Feedback:** Information about a student's performance on the basis of learning outcomes, which is used as a basis for improvement. It can be verbal, written or gestural. The purpose of feedback is to support students' learning and improve their performance.

### Sample time distribution for conducting session:

**Time: 50 minutes**

Step	Teaching Learning activity	Time
1. Introduction	•	01 minute
2. Review of the previous session/ prior knowledge	•	04 minutes
3. Presentation of the session	•	14 minutes
4. Practice activities	•	18 minutes
5. Assessing learning	•	8 minutes
6. Feedback	•	2 minutes
7. Summary of the session	•	2 minutes
8. Concluding the session	•	1 minute

# Unit: 1

## Greetings and farewells

### Lesson 1: Good Morning (1)

#### Class-wise Attainable Competencies

- 1.2 Exchanging greetings and farewells in the classroom for effective communication
- 2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment
- 3.2 Exchanging greetings and farewells at different times for effective communication
- 6.1 Reading cartoon/ comics and digital contents in English with enjoyment

Session	Learning Outcomes
Session 01: A, B Page: 2	1.2.1 Follow and respond to greetings spontaneously.

**Teaching aids:** Picture of activity A & B, audio/video clip.

#### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

##### 1. Introduction: শিক্ষার্থীদের সাথে শুভেচ্ছা বিনিময় করুন।

- শিক্ষার্থীদের জিজ্ঞেস করুন, “এই ক্লাসে আমরা কী বিষয় পড়বো?” তাদেরকে উত্তর দিতে উৎসাহিত করুন। না পারলে বলুন, “আমরা ইংরেজি বিষয় পড়বো।”
- শিক্ষার্থীদের আপনার পরিচয় দিন। বলুন, “আমার নাম . . . . .। আমি তোমাদের ইংরেজি শিক্ষক।”
- তাদেরকে ইংরেজি বই দেখিয়ে ইংরেজি পাঠ্যপুস্তক বের করতে বলুন। পাঠ্যপুস্তকের কভারটি দেখান এবং বলুন এটি আমাদের ইংরেজি পাঠ্যপুস্তক যার নাম “English for Today.”

শিক্ষার্থীদের আপনার সাথে সাথে ইংরেজিতে নামটি বলতে বলুন।

- শিক্ষার্থীদের বলুন, “তোমরা যদি মন দিয়ে ইংরেজি শোন এবং আমার সাথে বল তাহলে তোমরা ইংরেজিতে কথা বলতে পারবে। তাই ইংরেজি ক্লাসে আমরা ইংরেজিতে কথা শুনবো এবং বলবো।”
- শিক্ষার্থীদের জিজ্ঞেস করুন, “সকালে কারো সাথে দেখা হলে আমরা কী বলি?”
- শিক্ষার্থীদের বলুন, “সকালে কারো সাথে দেখা হলে আমরা ইংরেজিতে Good morning বলি।”

##### 2. Presentation of the Session: শিক্ষার্থীদেরকে Page - 2 দেখিয়ে পৃষ্ঠাটি খুলতে বলুন এবার সকলকে পৃষ্ঠাটি আপনাকে দেখাতে বলুন। প্রয়োজনে সহায়তা করুন।

- এখন Activity A থেকে ছবিটি দেখিয়ে প্রশ্ন করুন “What can you see? Who are they?” প্রয়োজনে বাংলায় বলুন। ছবিতে কি দেখছ? তারা কে? না পারলে প্রয়োজনীয় সহায়তা দিন।
- এবার তাদেরকে বলুন শিক্ষক ছাত্রদের সাথে সকাল বেলা শুভেচ্ছা বিনিময় করার জন্য Good morning বলছে। (Repeat 2/3 times)

- এবার Activity B এর উল্লেখিত অংশটুকু জোরে জোরে পড়ুন/অডিও/ভিডিও ক্লিপ প্লে করুন। তাদেরকে মন দিয়ে শুনতে বলুন এবং বুঝিয়ে বলুন “সকালে কারো সাথে দেখা হলে আমরা ইংরেজিতে Good morning বলি।”

**3. Practice activities:** এবার সকলকে আপনার সাথে/অডিও/ভিডিও ক্লিপ শুনে তার সাথে সমন্বয়ে সংলাপটি বলতে বলুন। [in chorus]

- এরপর Activity B এর উল্লিখিত অংশটুকু প্রথমে দলে [in groups] এবং সবশেষে এককভাবে [individually] অনুশীলন করান। প্রয়োজনে সহায়তা দিন।

**4. Assessing learning:** Divide them into pairs. Invite pair1 (P1) in front of the class.

Tell S<sub>1</sub> to say “*Good morning, Good morning.*

*How are you? How are you?*”

Tell S<sub>2</sub> to respond, “*I am fine. Thank you.*

*I am fine. Thank you.*”

- Tell other pairs to do the activity in the same.

- Tell them to practise by changing their role in turns.

Assess the student's learning using the following assessment indicators.

#### Assessment Indicators - 1

Domain	Indicators
Knowledge	1. S recalls the greeting word.
Skill	2. S says good morning properly.
Attitude and Values	3. S says good morning politely.

**5. Feedback:** Support the students who can't follow and respond to greetings spontaneously.

**6. Summary of the session:** Ask the students, “What have you learnt today?” Help them to respond properly. [Say in Bangla if necessary.]

**7. Concluding the session:** Say “Goodbye all. See you tomorrow.”

## Lesson 1: Good Morning (1)

Session	Learning Outcomes
Session 02: C, D, E Page: 2, 3	1.2.1 Follow and respond to greetings spontaneously.

**Teaching aids:** Picture of activity C, D, E, and audio/video clip.

## Session Procedures

## Session Duration: 50 minutes

### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Discuss the previous day's lesson for 2/3 minutes. Ask the ss "What did we learn yesterday?" [Support them if necessary. Say in Bangla if necessary.]

- Now, ask "What do we say for greetings in the morning?" [Ask the question in Bangla if necessary and encourage them to answer "Good morning" correctly.]

**3. Presentation of the Session:** Tell Ss 'Let's listen to a song'.

*[Good morning, good morning.*

*How are you today?*

*I'm fine, I'm fine*

*I wish a good day.]*

- Play an audio/video/QR code of the song if possible.
- Invite ss to sing the song with Total Physical Response (TPR) or show a hand puppet singing the good morning song or sing by yourself.

**4. Practice activities:** Ask ss 'Which words did you listen to the song?' 'Who is going to say first? Raise your hand.' [T raises his/her hand. Encourage ss to share their answers.]

#### Activity C

- Next, show them page 2. Ask Ss 'Open this page.' Ask them 'Show me this page.'
- Now, say the 'Good morning' 2/3 times following standard pronunciation (you can use a digital device), and tell ss 'First listen to me, next say with me.'

#### Activity D

- Role Play: Send them outside the classroom, and tell them to enter the class one by one as a teacher. [Demonstrate the activity for better understanding.] S will say 'Good morning'. The remaining students of the class will reply 'Good morning'. Help them to do this activity.

#### Activity E

- Now, divide them into pairs.
- Invite a pair in front of the class for a demonstration. Then, tell ss 'Practise in pairs. S1 will say good morning' and S2 will reply good morning.'

**5. Assessing learning:** Chain Drill: In a group, like a chain drill, S1 will say 'Good morning' and S2 will reply 'Good morning'. S2 will say 'Good morning' S3 will reply 'Good morning'..... The whole class will continue it in turns.

Assess the student's learning using the following assessment indicators.

### Assessment Indicators - 2

Domain	Indicators
Knowledge	1. S recalls the greeting word.
Skill	2. S says good morning properly.
Attitude and Values	3. S says good morning politely.

6. Feedback: Support them who can't follow and answer properly.

**7. Summary of the session:** Say the Ss, 'We say good morning for greetings in the morning. We can also say good morning for a reply.'

**8. Concluding the session:** Say 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 2: Good Morning (2)

Session	Learning Outcomes
Session 01: A, B, C Page: 4	1.2.1 Follow and respond to greetings spontaneously.

**Teaching aids:** Picture of activity A, B, C/audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Now, tell ss 'Let's listen to a song.'

*[Good morning, good morning.*

*How are you today?*

*I'm fine, I'm fine*

*I wish a good day.]*

- Play an audio/video of the song if possible.

- Invite ss to sing the song with TPR or show a hand puppet singing the good morning song or sing by yourself.

**2. Review of the previous session:** Ask Ss 'What did we learn yesterday?'

- Now, ask "What do we say for greetings in the morning?" Encourage Ss to share their answers by raising hand.

- Invite two students in front of the class and ask them to say 'good morning' to each other.

### **3. Presentation of the session:**

#### **Activity A**

- Ask ss, “What can you see in the picture?” “What are they doing?”
- Pointing at a picture of Activity A, ask ss, “Who is he/she? Help them to tell the word “Teacher”.
- Now, showing yourself ask, “Who am I?” Help them to tell “Teacher”.
- Pointing at the next picture in Activity A, ask Ss, “Who are they? Help them to tell “Students”. [Support them to answer.]
- Next, show them page 4. Tell ss “Open this page.” Tell them again “Show me this page.”
- Say the sentences given in the bubble with proper intonation and correct pronunciation.
- Tell ss “First listen to me then say with me.” (Play audio/video if available.) Help them to repeat the sentences 2/3 times.

### **4. Practice activities:**

#### **Activity B**

- Say the sentences given in the bubble in Activity B with correct pronunciation and intonation. Tell ss “Listen to me carefully.”
- Next, tell S1 “First listen to me then say with me.”
- Help S1, S2, S3.... to respond to the teacher 2/3 times.
- Now, divide them into pairs. Tell ss “Look at the picture of Activity C. Practise the dialogue in pairs. Use the given name in the activity.” (Monitor and help in pairwork, if necessary.)

**5. Assessing learning:** Now, invite P1 in front of the class. Ask P1, “Say the dialogue in pairs. Use your names.

- Tell other pairs “Say the sentences that are in the bubbles of the pictures of Activity C.” [Show a demonstration of a pair for better understanding. Use a softball for this activity.]

Ask them to do it repeatedly and change their roles in turns.

Assess the student's learning using the following assessment indicators.

#### **Assessment Indicators - 3**

Domain	Indicators
Knowledge	1. S recalls the greeting word.
Skill	2. S says good morning.
Attitude and Values	3. S says good morning politely.

**6. Feedback:** Support them who can't follow and answer properly. Repeat the Activity C if necessary.

- |   |
|---|
| 7. Summary of the session: Ask the students, “What have we learnt today?” Help them to respond properly |
| 8. Concluding the session: Say “See you in the next class. Bye.”  |

## Lesson 3: How Are You? (1)

Session	Learning Outcomes
Session 01: A, B Page: 5	1.2.1 Follow and respond to greetings spontaneously. 3.2.1 Greet each other politely at different times/occasions.

**Teaching aids:** Picture of activity A, B and audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.

- Say ss, “Let’s listen to a hello song.”

*Hello, hello, hello my friend*  
*Happy to meet you*  
*Happy to meet you*  
*Hello, hello, hello my friend*  
*Happy to meet you*  
*Happy to meet you today*

- Play a video/audio clip if available or show a hand puppet singing the hello song by yourself or any warm-up activity.

- 2. Review of the previous session:** Ask Ss “What did we learn yesterday?”

- Invite two students in front of the class and ask them to say ‘good morning’ to each other.

- 3. Presentation of the session: Activity A:** Showing the picture of Activity A, ask Ss, “What can you see in the picture?” “What are they doing?”

- Based on their answer, describe the picture focusing on the dialogue in the bubble.
- Next, show them page 5. Tell ss “Open this page.” Tell them again “Show me this page.”
- Say the sentences of the bubbles with correct pronunciation and proper intonation. Tell ss “First listen to me then say with me.” (Play audio/video if available.) Help them to repeat the sentences 2/3 times.
- Invite two students randomly in front of the class. Tell them, “Say the dialogue.”

**4. Practice activities:** Now, divide them into pairs. Tell them “Look at the picture of Activity A. Practise the dialogue in pairs. Use the given name in the activity. (Monitor and help their pairwork, if necessary.)

- Tell them to look at the picture of **Activity B**.
- Say the sentences that are in the bubble with correct pronunciation and proper intonation. Ask Ss “First listen to me then say with me (audio/video if available).” Help Ss to repeat the sentences 2/3 times.
- Tell Ss “Look at the picture of Activity A again. Practise the dialogue in pairs. Use the given name in **Activity B**. (Monitor and help their pairwork.)

**5. Assessing learning:** Invite one pair in front of the class.

- Now, tell them to say the sentences that are in Activity A and B.
- Tell them again to do it repeatedly and change their roles in turns.

Assess the student’s learning using the following assessment indicators.

#### Assessment Indicators - 4

Domain	Indicators
Knowledge	1. S recalls, ‘Hello’ and “How are you?”.
Skill	2. S says, “Hello” and “How are you?” properly.
Attitude and Values	3. S eagerly uses “Hello” and “How are you?” in a real context.

**6. Feedback:** Support ss who can’t say correctly “Hello” and “How are you?”

**7. Summary of the session:** Ask the students, “What have we learnt today?” Help them to respond properly.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Lesson 3: How Are You? (1)

Session	Learning Outcomes
Session 02: C, D Page: 5, 6	1.2.1 Follow and respond to greetings spontaneously. 3.2.1 Greet each other politely at different times/occasions.

**Teaching aids:** Picture of activity C, D/audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.	
<b>2. Review of the previous session:</b> To review the previous session, invite two students in front of the class and tell S2 to ask, “How are you, S1? Support S1 to reply, “I am fine. Thank you. And you? Help S2 to reply, “Fine, thanks.”	
<b>3. Presentation of the session:</b> Showing the picture of <b>Activity C</b> ask ss, “What can you see in the picture?” “What are they doing?” <ul style="list-style-type: none"> <li>Based on their answer, describe the picture focusing the dialogue in the bubble.</li> <li>Next, show them page 5. Tell ss “Open this page.” Tell them again “Show me this page.”</li> <li>Say the sentences of the <b>Activity C</b> with correct pronunciation and proper intonation. Tell ss “First listen to me then say with me.” (Play audio/video if available.) Help them to repeat the sentences 2/3 times.</li> <li>Now, ask S1 to respond as per Activity C with correct pronunciation and proper intonation. Repeat the activity 2/3 times with S2, S3, S4..... Change their role in turns.</li> </ul>	
<b>4. Practice activities:</b> Divide them into pairs. <ul style="list-style-type: none"> <li>Demonstrate the Activity D in the class by a pair. (Guide the pair if necessary.)</li> <li>Tell them “Say the lines of Activity D. Practise the dialogue in pairs. Use the given name.” (Monitor and help the pairwork.)</li> <li>Assessing learning: Invite one pair in front of the class.</li> <li>Now, tell them to say the sentences that are in the Activity D. Tell them again to do it repeatedly and change their role in turns.</li> </ul> Assess the student’s learning using the following assessment indicators.	
<b>Assessment Indicators -5</b>	
Domain	Indicators
Knowledge	1. S recalls “Hello” and “How are you?”.
Skill	2. S says, “Hello” and “How are you?” properly.
Attitude and Values	3. S feels confident to say “How are you?” in a real context.
<b>6. Feedback:</b> Support ss who can’t say correctly “Hello” and “How are you?” Repeat activity C and D.	
<b>7. Summary of the session:</b> Ask the students, “What have we learnt today?” Help them to respond properly.	
<b>8. Concluding the session:</b> Say “See you in the next class. Bye.”	

## Lesson 4: How Are You? (2)

Session	Learning Outcomes
Session 01: A, B Page: 7	1.2.1 Follow and respond to greetings spontaneously. 3.2.1 Greet each other politely at different times/occasions.

**Teaching aids:** Picture of activity A, B/audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Follow the directions as per the previous session.
- 3. Presentation of the session:** Follow the directions as per Activity A of lesson 3: How are you? (1)
  - Now, divide them into pairs. Tell ss “Look at the picture of Activity A given at Page-7. Practise the dialogue in pairs. Use the given name in the Activity A.” [Monitor and help the pairwork.]
- 4. Practice activities: Activity B:** Invite a student randomly. Ask him to tell you “Good morning, teacher. How are you?” In response, the teacher will say , “I am fine. Thank you. And you?” Help the students to say, “I am fine too. Thank you.”
  - Divide ss into pairs.
  - Now, tell them “We are going to play a game (word missing game).
  - Invite a student in front of the class from any pair. Tell S1 “Suppose I am ... (Teacher’s name) and you are Shihab. I am saying the sentences and you will find the missing word. You will say the missing word aloud, and then say the full sentences aloud.” [Say in Bangla if necessary.]
  - Tell ss “Practise the missing word game in pairs.” [Help them to do their pair-work.] Tell them “Do it repeatedly and change the role in turns.”
- 5. Assessing learning:**
  - Ask students to act out the dialogue in pairs given in Activity-C.
  - Throwing a softball, tell Pair1, Pair2..... (which pair got the ball) “Perform the word missing game in front of the class.” [Monitor and help to do it repeatedly and change their role in turns.]
 Assess the student’s learning using the following assessment indicators.

### Assessment Indicators -6

Domain	Indicators
Knowledge	1. S recalls “How are you?”
Skill	2. S says, “How are you?” properly.
Attitude and Values	3. S says “How are you?” politely.
<p><b>6. Feedback:</b> Say the ss altogether, “Good morning” “How are you?” possible answer should be “I am fine. Thank you.” Repeat the activity A and B, if necessary.</p> <p><b>7. Summary of the session:</b> Ask ss, “What have we learnt today?” Help ss to respond properly.</p> <p><b>8. Concluding the session:</b> Say “See you in the next class. Bye.”</p>	

## Lesson 5: Goodbye

Session	Learning Outcomes
Session 01: A, B, C, D Page:8	1.2.2 follow and respond to farewells spontaneously  3.2.2 bid farewells to each other politely at different times/ occasions

**Teaching aids:** Picture of activity A, B, C, D/audio/video clip/Puppet.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <ul style="list-style-type: none"> <li>• Say ss, “Let’s listen to a goodbye song.”</li> </ul> <p style="text-align: center;"><i>[Goodbye, goodbye! It’s the end of the day. Goodbye, goodbye! Now it’s time to play!]</i></p> <ul style="list-style-type: none"> <li>• Play a video/audio clip or do any warm-up activity.</li> <li>• Invite Ss to sing the song with action.</li> </ul>
<p><b>2. Review of the previous session:</b> Ask Ss “What did we learn yesterday?”</p> <ul style="list-style-type: none"> <li>• Invite two interested students randomly in front of the class.</li> <li>• Ask S1 to say, “Hello.....How are you?” Help S2 to respond, “I am fine. Thank you.”</li> </ul>
<p><b>3. Presentation of today’s session:</b> Showing the pictures of <b>Activity A, B, C and D</b> respectively and ask Ss, “What do you see in the pictures?” “What are they doing?”</p>

- Based on their answer, describe the pictures focusing on the dialogue in the bubbles.
- Now, say the sentences from **Activity A** aloud and tell ss “Listen to the sentences carefully.”
- Now, showing puppets of two characters (teacher and student) saying the dialogue in the class.

**4. Practice activities:** Now, tell ss, “We say and respond using ‘goodbye’ at farewells.”

- **Activity B:** Say “Good bye.” Encourage ss to reply “Good bye.” (Repeat 3/4 times)
- **Activity C:** Now invite S1 in front of the class. Tell S1 to say, “Goodbye, S1”. Help S1 to respond, “Goodbye, teacher”.
- Invite S2, S3 ... and do the activity in the same way. (Do it in turns.)
- By showing page 8, ask Ss, “Open this page.” Ask them “Show me this page.”
- **Activity D:** Now, divide ss into pairs and tell them to work in pairs.
- Invite one pair in front of the class and help them to demonstrate the dialogue.
- Tell other pairs to practise like **Activity D**.

**5. Assessing learning:** Invite the pairs one by one and tell the pair “Say the dialogue in Activity D.”

Assess the student’s learning using the following assessment indicators.

#### Assessment Indicators -7

Domain	Indicators
Knowledge	1. S can follows to farewell statements.
Skill	2. S responds to farewells spontaneously.
Attitude and Values	3. S bids farewells to each other politely

**6. Feedback:** Support the students who can’t follow and respond to farewells properly and spontaneously. Based on their performance repeat the activity.

**7. Summary of the session:** Ask ss, “What have we learnt today?” Help them to respond properly.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Lesson 6: Two Little Blackbirds

Session	Learning Outcomes
Session 01: A, B, C Page: 8, 9, 10	2.1.1 Listen to rhymes and respond with joy. 2.1.2 Listen to cartoons and digital contents and respond with joy. 6.1.1 Read and enjoy rhymes, and respond with joy.

**Teaching aids:** Picture of activity A, B, C, audio/video clip.

<b>Session Procedures</b>	<b>Session Duration: 50 minutes</b>
<b>Teaching Learning Activity</b>	
<b>1. Introduction:</b> Exchange greetings with a smiling face.	<ul style="list-style-type: none"> <li>Start the class with a warm-up activity.</li> </ul>
<b>2. Review of the previous session:</b> Ask ss “What did we learn yesterday?”	<ul style="list-style-type: none"> <li>Ask a student randomly, “What do we say and respond at farewells?”</li> <li>Now, say the ss altogether, “Goodbye, students” possible answer should be “Goodbye, teacher.”</li> </ul>
<b>3. Presentation of the session:</b> Show the pictures from Activity A at page 9. Ask ss “What can you see in the 1 <sup>st</sup> and 2 <sup>nd</sup> pictures? What are they doing?” [Help them to answer properly.]	<ul style="list-style-type: none"> <li>Say ss “Today we are going to recite a rhyme about “Two Little Blackbirds.”</li> <li>Tell them, “Listen to the rhyme and observe carefully how I recite.” [Recite the rhyme with proper gesture. Play the audio/video clip of the rhyme if available.]</li> <li>Tell ss, “Follow and repeat.” Let them do it (twice at least) in chorus with appropriate gesture.</li> </ul>
<b>4. Practice activities: Activity B:</b> Invite S1 in front of the class. Tell S1, “Recite and act out the rhyme with me.” Tell other ss “Follow the activity.”	<ul style="list-style-type: none"> <li>Say S1, “Repeat after me.”</li> <li>Say with action, “Two little blackbirds.” Encourage S1 to respond, “Two little blackbirds.” Say, “Sitting on a wall.” Encourage S1 to respond, “Sitting on a wall.” Recite the whole rhyme with action following the same way.</li> <li>Divide them into pairs. Ask P1 in front of the class. Say P1, “Recite the rhyme with action in pair.” [Support P1 to recite with gesture properly.]</li> <li>Now let them recite the rhyme in pairs. [Monitor and support ss to recite with gesture properly.]</li> <li>Now, divide them into groups and tell them “Practise the rhyme in groups with gesture.”</li> <li>Tell them, “Practise in group with gesture one by one.”</li> <li>Tell the class to practise individually when the teacher says ‘start’.</li> </ul>
<b>5. Assessing learning:</b> Activity C: In a group, like chain drill, S1 will say the 1 <sup>st</sup> line S2 will say the 2 <sup>nd</sup> line S3 ... The whole class will continue it in turns in groups.	<p>Guidelines for assessing learning: Assess the student’s learning using the following checklist. Put a tick mark (✓) in the box based on the student’s performance.</p>

### Assessment Indicators -8

Domain	Indicators
Knowledge	1. S repeats the rhyme after teacher.
Skill	2. S recites the rhyme.
Attitude and Values	3. S enjoys reciting the rhyme with gesture.

**6. Feedback:** Help the students who can't recite properly.

**7. Summary of the session:** Ask ss, "What have we learnt today?" Help them to respond properly.

**8. Concluding the session:** Say "See you in the next class. Bye."

## Lesson-6: Two Little Blackbirds

Session	Learning Outcomes
Session 02: D Page: 9	1.2.1 Follow and respond to greetings spontaneously.
	1.2.2 Follow and respond to farewells spontaneously.
	3.2.1 Greet each other politely at different times/occasions.

**Teaching aids:** Picture of activity D.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Start the class with a warm-up activity.

**2. Review of the previous session:** Ask ss "What did we learn yesterday?"

- Tell a student randomly to recite the rhyme. Encourage her/him to recite any lines or the whole rhyme.

**3. Presentation of the session:** Show the pictures from Activity A at page 8. Ask ss "What can you see in the 1<sup>st</sup> and 2<sup>nd</sup> pictures? What are they doing?" [Help them to answer properly.]

- Ask the students, "What do we say for greetings in the morning?" Encourage them to respond.
- Say, "We are going to work in pairs for greetings and introduction."

#### Activity D

- [For demonstration] Invite S1 in front of the class. Ask S1, "Good morning, S1." Encourage S1 to reply, "Good morning, Teacher. Next ask, "How are you?" Tell S1 to reply, "Fine. Thank you. And you?" Reply S1, "Fine." Say again, "Goodbye", S1. Tell S1 to reply, "Goodbye, Teacher."

**4. Practice activities :**

- Tell ss “Practise the activity in pair. Use your own names.” [Help them to practise.]

**5. Assessing learning :**

- Ask one student, randomly, “What do we say to bid farewells?” Possible answer should be “Goodbye.”

Assess the student’s learning using the following assessment indicators.

**Assessment Indicators -9**

Domain	Indicators
Knowledge	1.S greets/farewells to each other.
Skill	2. S responds to greetings/farewells spontaneously.
Attitude and Values	3. S responds to greetings/farewell politely.

**6. Feedback :**

- Support the students who can’t follow and respond to greetings and farewells.

**7. Summary of the session :**

- Ask the students, “What have we learnt today?” Help them to respond properly.

**8. Concluding the session :**

- Say “See you in the next class. Bye.”

# **Unit: 2**

## **Alphabet and numbers**

- 1.1 Recognizing sounds of the alphabet in familiar words of spoken interactions.
  - 2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment.
  - 3.1 Repeating sounds of letters in words properly/confidently.
  - 4.1 Recognizing the alphabet and cardinal numbers in figures and reading them aloud following proper pronunciation.
  - 7.1 Practicing mechanics of writings attentively.
  - 7.2 Writing the alphabet and cardinal numbers in figures correctly in written communication.

## Lesson-1: The Alphabet Song

Session	Learning Outcomes
Session 01: A, B & C Page: 12	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of Activity A & B, audio/video clip/QR Code.

<b>Session Procedures</b>	<b>Session Duration: 50 minutes</b>
<b>Teaching Learning Activity</b>	
<b>1. Introduction:</b> Say “Good morning, students” with a smiling face.	<ul style="list-style-type: none"> <li>• Tell Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>• Show the picture of Alphabet song from the Activity A and Tell the students to see the picture.</li> <li>• Tell them to say about the picture. Encourage them to elicit the word ‘Alphabet’ from the picture and say that we are going to learn ‘Alphabet Song’ toady.</li> </ul>
<b>2. Review of the previous session:</b> Tell Ss “What did we learn yesterday?” [Support them if necessary.]	
<b>3. Presentation of the session:</b> Show the pictures of Activity-A, and tell the student These are the ‘Alphabet’. We are going to learn the ‘Alphabet Song’.	<ul style="list-style-type: none"> <li>• Sing the ‘Alphabet Song’ in the class. The student will listen to the song carefully. (If necessary, play the ‘Alphabet Song’ audio from the YouTube)</li> <li>• Now Tell students to sing the song with the teacher. Do the Activity two or three times.</li> </ul>
<b>4. Practice activities:</b> Divide students into groups and Tell them to practice the Alphabet Song in the group. (Provide support if necessary)	<ul style="list-style-type: none"> <li>• Now teacher sing the song by pointing the letters in the picture. Students see and</li> </ul>

listen to the teacher.

- Now all together sing the song pointing the letters in the picture of Activity A. Drill the song. (Provide support if necessary)
- Teachers point the alphabet from the picture/ alphabet chart student sing the song together.

**5. Assessing learning:** Invite students one by one and sing the song in the class pointing the alphabet in the picture.

Guidelines for assessing learning: Check Ss learning using following Checklist. Put tick (✓) mark in the box based the Ss performance.

#### **Assessment Indicators -10**

Domain	Indicators
Knowledge	1. S recalls the alphabet name.
Skill	2. S sings the song recalling the alphabet name.
Attitude and Values	3. S enjoys singing the alphabet song.

**6. Feedback:** Repeat the Activity A,B and C (If necessary)

**7. Summary of the session:** Singing the Alphabet Song pointing to the picture.

**8. Concluding the session:** Say “Goodbye, my dear Ss. See you in the next class.”

## Lesson-1: The Alphabet Song

Session	Learning Outcomes
Session 02: D Page: 13	7.1.1 Draw capital letter shapes and simple writing pattern. 7.1.2 Draw small letter shapes and simple writing patterns.

**Teaching aids:** Picture of Activity D.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Say “Good morning, students” with a smiling face.

- Tell Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.
- Show the picture of patterns from the Activity D (page-13) and Tell the students to see the picture.
- Tell them to look at the picture. Encourage them to say about the picture of the pattern. They may recognize the pattern based on their real-life experiences.
- Now tell them that we are going to trace and draw the pattern.

**2. Review of the previous session:** Tell Ss “What did we learn yesterday?” [Support them if necessary.]

**3. Presentation of the session:** Relate the students' answer on Activity D with the patterns: down ( ), round ( ) across ( / ) ( ), line ( ) and zigzag ( ).

- Now tell them we trace the pattern in the air. The teacher draws the pattern in the air and the students see it.
- The teacher draws the pattern in the air and the student follow the teacher and trace the pattern in the air.

**4. Practice activities:** The student draws the pattern one by one in the air repeatedly.

- Now tell the students to open the book at page no.....and see the pattern in the Activity D.
- Tell the student to complete the dotted line in the book with the pencil. (Monitor and help them if necessary)

**5. Assessing learning:** Show the relation between the letter and pattern by showing the picture A and Activity D (letter B is related to down ( ) and Round ( )).

- Now, tell students to find the pattern shape in the Alphabet abc.....

Check Ss learning using the following assessment indicators

#### **Assessment Indicators -11**

Domain	Indicators
Knowledge	1. S recognizes the pattern
Skill	2. S draws the pattern properly.
Attitude and Values	3. S enjoys drawing the pattern of the letters.

**6. Feedback:** Repeat the relation between the letter and the pattern (If necessary)

**7. Summary of the session:** Drawing pattern.

**8. Concluding the session:** Say “Goodbye, my dear Ss. See you in the next class.”

## **Lesson 2: a A b B**

Session	Learning Outcomes
Session 01: A, B Page: 14	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic cards; audio/video clip (if available)

#### **Session Procedures**

**Session Duration: 50 minutes**

#### **Teaching Learning Activity**

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Start the session with a song (Alphabet song). Tell Ss ‘Let’s sing a song’. Play an audio if possible. [If audio is not available, sing a song with the Ss.]

- Then, ask Ss “What did we learn yesterday?” [Support Ss if necessary. Allow them to say in Bangla]
- Tell them that we are going to learn some English letters today.

**3. Presentation of the session:** Tell Ss ‘Open your book at page 14’. Show the picture given at Activity-A, and ask them ‘What can you see in the picture?’ Tell Ss to think individually about the objects in the picture.

- Encourage Ss to say the name of the objects either in Bangla or English. [Focus on the words- Ant, Bat, Ball, Boy, Apple, Bird, Plane]
- Tell Ss ‘Today we will learn about Ant, Apple, Bat, Ball, and know how to pronounce them in English’.
- Now show/draw a picture of ‘Ant’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word and tell Ss to repeat the word after you 2/3 times. [Provide support them if necessary.]
- Then, Tell Ss ‘Look at Show the picture(s) of Activity-B’. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (ant) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘a’ of the word ‘ant’; say the sound of the letter ‘a’ aloud. Tell Ss to repeat after you 2/3 times. [If audio is available, play the sound of the letter ‘a’.]
- Again, teacher puts her/his finger on the word (Ant) associated with the picture. Tell Ss ‘Listen to me and repeat after me’. Ss will repeat the word 2/3 times.
- Then, put the finger on the initial letter ‘A’ of the word ‘Ant’; say the sound of the letter ‘A’. Tell Ss ‘Listen and repeat after you’. [If audio is available, play the sound of the letter ‘A’]
- Indicating the letters ‘a’, ‘A’. Ask Ss ‘Do they have same or different sound?’. Now, tell them the sounds are the same for the small ‘a’ and capital ‘A’.
- Then, indicate the capital letter ‘A’, and say the letter’s sound aloud. Tell Ss to repeat after you 2/3 times. [Provide support them if necessary.]
- Follow the same steps for introducing letter ‘a, A’ with the words ‘apple, Apple’.
- Encourage Ss to think of other words in Bangla that begin with the same sound.
- After learning the sound of the letter ‘a, A’, tell the Ss that we will know the letter’s name now. The letter name of ‘a, A’ is /eɪ/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘a/A’; tell Ss, we will know the sound of another letter ‘b/B’.
- Now show/draw a picture of ‘bat’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word and tell Ss to repeat the

word after you 2/3 times. [Provide support them if necessary.]

- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (bat) associated with the picture while saying the word. Ss repeat the word 2/3 times. • Now, put the finger on the initial letter ‘b’ of the word ‘bat’; say the sound of the letter ‘b’ aloud. Tell Ss to repeat after you 2/3 times. [If audio is available, play the sound of the letter ‘b’]
- Again, teacher puts her/his finger on the word (Bat) associated with the picture. Tell Ss ‘Listen to me, and repeat after me’. Tell Ss to repeat the word 2/3 times.
- Then, put the finger on the initial letter ‘B’ of the word ‘Bat’; say the sound of the letter ‘B’. Tell Ss ‘Listen and repeat after you’. [Provide support them if necessary.]
- Indicating the letters ‘b’ and ‘B’. Ask Ss ‘Do they have same or different sound’. Now, tell Ss that the sounds are the same for the small ‘b’ and capital ‘B’.
- Follow the same steps for introducing letter ‘b, B’ with the words ‘ball, Ball’.
- Encourage Ss to think of other words in Bangla that begin with the same sound.
- After learning the sound of the letter ‘b, B’, tell the Ss that we will know the letter’s name now. The letter name of ‘b, B’ is /bi:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (a A, b B) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (ant, apple, bat, ball), and the other will say the word. Tell them to practice in turns. Monitor pair work and support Ss if necessary.

- Now, arrange another pair work. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (a, A, b, B). Tell them to practice in turns. Monitor pair work and provide support them if necessary.
- Then, arrange another pair work changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (a, A, b, B). Tell them to practice in turns. Monitor pair work and provide support them if necessary.

**5. Assessing learning:** [Please, fill up the provided checklist or take notes on students’ learning progress. Teacher can use different techniques to assess students’ learning considering student’s level, students’ needs and classroom context.]

- Teacher first shows the pictures (ant, apple, bat, ball), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board or sticks the word cards/ letters on the board. Tell Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators -12

Domain	Indicators for letters (a A, b B)
Knowledge	1. S says the words of familiar objects. 2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter. 4. S pronounces the letter correctly.
Attitude & Values	5. S shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 2: a A b B

Session	Learning Outcomes
Session 02: C, E Page: 13	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session/ prior knowledge:** Start the session with a song (Alphabet song). Tell Ss 'Let's sing a song'. Play an audio if possible. [If audio is not available, sing a song with the Ss.]

- Then, ask Ss "What did we learn yesterday?" [Support Ss if necessary. Allow them to say in Bangla]
- Tell them today we are going to learn how to say and read the letter 'a, A, b, B'.

**3. Presentation of session:** Show/draw a picture of 'arm' on the board and write the word 'arm' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.

- Then, put a finger on the initial letter 'a' of the word 'arm'; say the sound of the

letter ‘a’. Tell Ss ‘Listen and repeat after you’. [If audio is available, play the sound of the letter ‘a’]

- Follow the same steps for introducing the capital letter ‘A’ with the word ‘Arm’.
- Again, show/draw a picture of ‘bag’ on the board and write the word ‘bag’ under the picture. Ask Ss ‘What’s this?’ Encourage them to say the word of the picture. Tell Ss to repeat after you 2/3 times. [Provide support them if necessary.]
- Then, put the finger on the initial letter ‘b’ of the word ‘bag’; say the sound of the letter ‘b’. Tell Ss ‘Listen and repeat after you’. [If audio is available, play the sound of the letter ‘b’]
- Follow the same steps for introducing the initial letter ‘B’ with the word ‘Bag’. [Provide support them if necessary.]
- **Activity-C:** Now, tell Ss ‘Open your book at page 15’ Help Ss by showing the page-15 to open it. Then and, tell them, ‘Look at the letters of Activity-C’.
- Show the letter cards of ‘a, A, b, B’ or Activity-C of the textbook, and ask Ss to recall the letter names. Encourage them to say the letter names with you.
- Then, teacher says the letter names, and asks Ss to repeat the letter names. Do it 2/3 times. [Provide support them if necessary.]

**4. Practice activities:** [Provide letter cards/wooden letters/plastic letters to Ss to practice the sounds of the letters and to learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (ant, apple, arm, bat, ball, bag), and the other says the word.
- Now, arrange another pairwork. One student shows the letters (a, A, b, B) associated with word-pictures/letters given in the textbook, and the other student says the sound of the letters (a, A, b, B). Tell them to do it in turns. [Monitor pairwork and support them if necessary.]
- Again, one student says the sound of the letter (a, A, b, B), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support them if necessary.]

- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/Wooden/plastic letters of a, A, b, B), and the other student says the name of letters. Tell them to do it in turns. [Monitor pairwork and support to them if necessary.]
- Again, one student says the letter name of (a, A, b, B), and the other student chooses/picks up/ shows the related letter card/wooden card/plastic letter card. Tell them to do it in turns. Monitor pairwork and provide support them if necessary.

**5. Assessing learning:** [Please, fill up the provided checklist or take notes on students’ learning progress. Teacher can use different techniques to assess students’ learning considering student’s level, students’ needs and classroom context.]

- Teacher draws pictures with the words on the board or sticks the word cards on the board. Ask S individually to say the initial sound of the letter.

- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, Tell Ss to look at the Activity-E. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets, or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators -13

Domain	Indicators for letters (a A, b B)
Knowledge	1. Say proper sounds of the letters in familiar words.
	2. Recognize the small letters properly.
	3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly.
	5. Read aloud the capital letters properly.
	6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 2: a A b B

Session	Learning Outcomes
Session 03: D Page: 15	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session/ prior knowledge:** Start the session with a song (Alphabet song). Tell Ss ‘Let’s sing a song’. Play an audio if possible. [If audio is not available, sing a song with the Ss.]

- Review Activity-D, Page- 13, before tracing and writing the letters. [Provide support them if necessary.]
- Tell them we learnt how to draw straight lines and circles.

**3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (a, A, b, B). Make Ss understand that we will know the form of the letter moving our hands.

- Elicit student’s ideas about writing the letters as they have seen the letters (a, A, b, B) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
- Now, face towards the board. Trace the small letter ‘a’ slowly in the air with finger. Follow the direction (round-down) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /ei/.
- Tell Ss to trace in the air 2/3 times after teacher. [Provide support them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter ‘a’ using dotted lines. Say the direction aloud ‘round-down’ while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing ‘a’ in the textbook Activity-D, Page-15.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Then, tell them, now they will know how to write the capital letter ‘A’.
- Again, face towards the board. Trace the capital letter ‘A’ slowly in the air with finger. Follow the direction (down-down-across) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /ei/.
- Tell Ss to trace in the air 2/3 times after you. [Provide support them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter ‘A’ using dotted lines. Say the direction aloud ‘down-down-across’ while writing the letter. Tell Ss to look at how you write this letter.
- Then, tell Ss to look at the direction of the letter-writing ‘A’ in the textbook.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary.
- Then, tell them, they will know how to write another small letter ‘b’.
- Again, face towards the board, trace the small letter ‘b’ slowly in the air with finger. Follow the direction (down-round) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /bi:/.
- Tell Ss to trace in the air 2/3 times after you.

- Now, draw lines on the board (like Activity-D), and write the letter ‘b’ using dotted lines. Say the direction aloud ‘down-round’ while writing the letter. Tell Ss to look at how you write this letter.
- Then, tell Ss to look at the direction of the letter-writing ‘b’ in the textbook.
- Ask Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary.
- Then, tell them, they will know how to write the capital letter ‘B’.
- Again, facing the board, trace the capital letter ‘B’ slowly in the air with finger. Follow the direction (down-round-round) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /bi:/.
- Tell Ss to trace in the air 2/3 times after you. [Provide support them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter ‘B’ using dotted lines. Say the direction aloud ‘down-round-round’ while writing the letter. Tell Ss to look how you write this letter.
- Then, tell Ss to look at the direction of the letter-writing ‘B’ in the textbook.
- Ask Ss to complete tracing the first two dotted letters in their book. Monitor the class, and provide support Ss if necessary

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and provide support if necessary.
- Then, divide Ss into pairs. One student says the letter name of (a, A, b, B), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support them if necessary.]

[Play a game, if possible, gender sensitivity should be kept in mind. For example- Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Please, fill up the provided checklist or take notes on students’ learning progress. Teacher can use different techniques to assess students’ learning considering student’s level, students’ needs and classroom context.]

- Ask Ss to write the small letters (a, b) individually in their exercise book. Then, ask to write capital letters (A, B) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Ask them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators -14

Domain	Indicators for letters (a A, b B)
Knowledge	1. Know the form of non-cursive small letters. 2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly. 4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Feel confident in writing the small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Project: Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'a, A, b, B' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible.

Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 2: a A b B

Session	Learning Outcomes
Session 04: F, G Page: 16	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

### Session Duration: 50 minutes

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face. <b>2. Review of the previous session:</b> Start the session with a song (Alphabet song). Tell Ss 'Let's sing a song'. Play an audio if possible. [If audio is not available, sing a song with the Ss.] <ul style="list-style-type: none"> <li>• Then, ask Ss "What did we learn yesterday?" [Support Ss, if necessary. Allow them to say in Bangla]</li> <li>• Tell, today we are going to make fun letters 'a, A, b, B' with paper, leaves, ropes etc.</li> </ul>
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**3. Presentation of the session:** Before making fun letters, tell Ss to review the Activity-D.

- Write the letters (a A b B) on the board, say the direction aloud when you are writing.
- Then, invite few Ss in front of the class to write the letters on the board.

**4. Practice activities:** Tell Ss to open their book, and look at the Activity-F, Page-16.

- Tell Ss to write the initial small letters of each word in the box. [Monitor and provide support if necessary.]
- Then, ask Ss to write the initial capital letters of each word in the box. [Monitor and provide support if necessary.]
- After finishing the activity, tell Ss, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]
- Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]
- After making the fun letter, tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Please, fill up the provided checklist or take notes on students’ learning progress. Teacher can use different techniques to assess students’ learning considering student’s level, students’ needs and classroom context.]

- Check student’s learning when students are writing in the boxes, and observe students’ engagement when making fun letters.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 15

Domain	Indicators for letters (a A, b B)
Knowledge	1. Write non-cursive small letters using dotted lines. 2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly. 4. Write non-cursive capital letters legibly. 5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters. 7. Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

## Lesson 3: c C d D

Session	Learning Outcomes
Session 01: A, B Page: 17	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

<b>Teaching Aids:</b> Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)
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Session Procedures	Session Duration: 50 minutes
Teaching Learning Activity	
<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review of the previous session:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the alphabet playing a language game. [Provide support them if necessary.]</li> </ul> <p><b>3. Presentation of today's session:</b> Tell Ss 'Open your book at page 15'. Tell them to think individually about the objects in the picture given at Activity-A.</p> <ul style="list-style-type: none"> <li>Encourage Ss to say the name of the objects either in Bangla or English.</li> <li>Tell Ss 'Today we will learn about Cat, Cow, Dog, Duck, and know how to pronounce them in English'.</li> <li>Now show/draw a picture of 'cat' on the board. Ask Ss 'What's this?' Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times. [Provide support them if necessary.]</li> <li>Show the picture(s) of <b>Activity-B</b>. Tell them 'Listen to me, and repeat after me'. Teacher will put a finger on the word (cat) associated with the picture while saying the word. Ss repeat the word 2/3 times.</li> <li>Now, put the finger on the initial letter 'c' of the word 'cat'. Say the sound of the letter 'c' aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter 'C'. [If audio is available, play the sound of the letter.]</li> <li>Indicating the letters 'c', 'C'. Ask Ss 'Do they have the same or different sounds?'. Now, tell them the sounds are the same for the small 'c' and capital 'C'.</li> <li>Follow the same steps for introducing the letter 'c, C' with the words 'cow, Cow'.</li> <li>Tell Ss that we will know the letter's name now. The letter name of 'c, C' is /si:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.</li> <li>After learning the letter 'c/C', tell Ss that we will know the sound of another letter 'd/D'</li> </ul>	

- Now show/draw a picture of ‘dog’ on the board. Ask Ss ‘What’s this?’ Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (dog) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘d’ of the word ‘dog’. Say the sound of the letter ‘d’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘D’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing letter ‘d, D’ with the words ‘duck, Duck’.
- Tell Ss that we will know the letter’s name now. The letter name of ‘d, D’ is /di:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (c C, d D ) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (cat, cow, dog, duck), and the other will say the word. Tell them to practice in turns. [Provide support to them if necessary.]

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says **the sound of letters** (c, C, d, D). Tell them to practice in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says **the name of the letters** (c, C, d, D). Tell them to practice in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher first shows the pictures (cat, cow, dog, duck), and asks students individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/ letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 16

Domain	Indicators for the letters (c C, d D )
Knowledge	1. S says the words of familiar objects. 2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter. 4. S pronounces the letter correctly.
Attitude and Values	5. Works in collaboration with other children.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, see you in the next class.'

### Lesson 3: c C d D

Session	Learning Outcomes
Session 02: C, E Page: 18	3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

#### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Start the session with a song (Alphabet song).
  - Review the previous lesson playing language games. [Provide support to them if necessary.]
- 3. Presentation of the session:** Show/draw a picture of 'cap' on the board, and write the word 'cap' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]
  - Then, put a finger on the initial letter 'c' of the word 'cap'; say the sound of the letter 'c'. Tell Ss 'Listen and repeat after you'. [If audio is available, play the sound of the letter 'c']

- Follow the same steps for introducing the capital letter ‘C’ with the word ‘Cap’. [Provide support them if necessary.]
- Again, follow the same process for introducing the small letter ‘d’ with the word ‘doll’, capital letter ‘D’ with the word ‘Doll’. [Provide support to them if necessary.]
- **Activity-C:** Now, tell Ss ‘Open your book at page 18’, and tell them, ‘Look at the letters’.
- Show the letter ‘c, C, d, D’, and ask Ss to recall the letter names. Encourage them to say the letter names with you 2/3 times.

**4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters.]

- Divide Ss into pairs. One student shows the pictures (cat, cow, cap, dog, duck, doll), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (c, C, d, D) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (c, C, d, D). Tell them to do it in turns. [Provide support to them if necessary.]
- Again, one student says the sound of the letter (c, C, d, D), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of c, C, d, D), and the other student says the name of the letters. Tell them to do it in turns. [Provide support to them if necessary.]
- Again, one student says the letter name of (c, C, d, D), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the **Activity-E**. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 17

Domain	Indicators for the letters (c C, d D )
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session :** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 3: c C d D

Session	Learning Outcomes
Session 03: D Page: 18	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

### Session Duration: 50 minutes

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (c, C, d, D) moving our hands.
  - Elicit student's ideas about writing the letters as they have seen the letters (c, C, d, D) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
  - Now, face towards the board. Trace the small letter 'c' slowly in the air with a finger. Follow the direction (round) used in the textbook and say the direction

aloud while tracing. Then, say the name of the letter /si:/. Tell Ss to trace in the air 2/3 times after the teacher.

- Now, draw lines on the board (like Activity-D), and write the letter ‘c’ using dotted lines. Say the direction aloud ‘round’ while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing ‘c’ in the textbook Activity-D, Page-18.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters ‘C’, ‘d’, ‘D’. [Provide support to them if necessary.]

[For writing the small letter ‘d’, the direction (down-round);

For the capital letter ‘D’, the direction (down-round). And the name of the letter /di:/]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book. Monitor their writing and support them if necessary.

- Then, divide Ss into pairs. One student says the letter name of (c, C, d, D), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, and gender sensitivity should be kept in mind. For example- Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [ Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (c, d) individually in their exercise book. Then, ask them to write the capital letters (C, D) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 18**

Domain	Indicators for the letters (c C, d D )
Knowledge	1. Know the form of non-cursive small letters. 2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly. 4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Pays attention in class.

- 6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.
- 7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'c, C, d, D with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible.
- Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

### Lesson 3: c C d D

Session	Learning Outcomes
Session 04: F, G	7.2.1 write non-cursive capital letters neatly and legibly
Page: 17	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

Session Procedures	Session Duration: 50 minutes
Teaching Learning Activity	
<b>1. Introduction:</b> Exchange greetings with a smiling face.	
<b>2. Review of the previous session:</b> Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]	
<ul style="list-style-type: none"> <li>Tell, today we are going to make fun letters 'c, C, d, D' with paper, leaves, ropes etc.</li> </ul>	
<b>3. Presentation of the session:</b> Before making fun letters, tell Ss we are going to review the Activity-D.	
<ul style="list-style-type: none"> <li>Write the letters (c C d D) on the board, and say the direction aloud when you are writing.</li> <li>Then, invite few Ss in front of the class to write the letters on the board.</li> </ul>	
<b>4. Practice activities:</b> Tell Ss to open their book, and look at the Activity-F, Page-17.	
<ul style="list-style-type: none"> <li>Show Ss one example to do the Activity-F.</li> <li>Ask Ss to write the missing letters (small/capital) of each word in the box. [Monitor and provide support if necessary.]</li> <li>After finishing the activity, tell Ss, 'We will make fun letters'. Tell Ss to prepare their materials. [Provide materials if possible.]</li> </ul>	

- Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]
- After making the fun letter individually, Tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Please, fill up the provided checklist or take notes on students' learning progress through observation and writing. Teacher can use different assessing learning techniques considering student's level and classroom context.]

- Check student's learning when students are writing in the boxes, and observe students' engagement when making fun letters.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 19

Domain	Indicators for the letters (c C, d D )
Knowledge	Write non-cursive small letters using dotted lines.
	Write non-cursive capital letters using dotted lines.
Skill	Write non-cursive small letters legibly.
	Write non-cursive capital letters legibly.
Attitude and Values	Student make fun letters with the available materials.
	Student actively involved in making fun letters.
	Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 4: Numbers: 1, 2

Session	Learning Outcomes
Session 01: A, B Page: 20	4.1.4 read aloud cardinal numbers in figures properly

**Teaching aids:** Picture of activity A, B.

**Session Procedures**

**Session Duration: 50 minutes**

## Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Say ss, “Let’s listen to a song (Number song).

*[1, 2, 3, 4, 5]*

*Count the fish from 1 to 5.*

*6, 7, 8, 9, 10*

*Count the fish from 1 to 10!]*

- Play an audio if possible. [If audio is not available, sing a song with the ss with TPR.]

**2. Review of the previous session:** Ask ss altogether, “What did we learn yesterday?”

- [Showing the letter/writing the letters (c, C, d, D) on board] Ask a student randomly, “What is the name of it?” Possible answer should be c/C/d/D.

**3. Presentation of the session:** Showing **Activity A**, ask ss, “What can you see in the picture?”

- Now, show them page 20. Tell “Open this page. Show me this page.”
- Tell Ss “Look at the picture carefully.” [Support them to look at the objects in the picture individually.] Tell ss “Count the objects in the picture.”
- Encourage them to say the name and number of the objects focusing 1 and 2.
- Tell them “Today we are going to learn how to count and read the numbers of 1 and 2.”
- Pointing at the picture of **Activity B**, ask S1, S2, S3 … “What’s this/What are these?” Allow time to respond.
- Ask S1, S2, and S3 … again, “How many ball/birds is/are there in the picture?” [Support them to say/read the number with the correct pronunciation.] Drill the activity more than once.

**4. Practice activities:** Now practise in a group. One student shows the pictures of ball and birds and then asks, “How many ball/birds is/are there in the picture?” Support other students to reply altogether, “1 ball or 2 birds”. [Monitor group work.] Drill the activity in group 2/3 times.

**5. Assessing learning:** Ask one student randomly, “Listen to the sound of numbers and then point to that numbers.”

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 20

Domain	Indicators
Knowledge	1. S says the cardinal numbers in figures (1,2).
	2. S recognizes the sounds of the number.
Skill	3. S counts and says the number.
Attitude and Values	4. S reads the number loudly with correct pronunciation

**6. Feedback:** Support the students who can’t read and count the number properly.

**7. Summary of the session:** Ask ss, “What have we learnt today?” Help ss to respond properly.

**8. Concluding the session:** Say “Goodbye all. See you in the next class.”

## Lesson 4: Numbers: 1, 2

Session	Learning Outcomes
Session 02: C, D Page: 21	7.2.3 write cardinal numbers in figures neatly and legibly

**Teaching aids:** Picture of activity C, D.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Do the same as the session 1 of Lesson 4.

**2. Review of the previous session:** Ask ss altogether, “What did we learn yesterday?”

- Showing any (1, 2) objects of the classroom ask a student randomly, “How many .....?” possible answer should be “1 or 2 .....”

**3. Presentation of the session:** Tell ss “Today we are going to learn how to write 1 and 2.

- Tell ss “Look at me and follow the trace in the air.”
- Now, facing towards the board, trace the number (1) slowly in the air. [Follow the direction used in the textbook and say the number (1) aloud while tracing. Make sure that the students can follow the tracing in the air easily.]
- Trace the number (1) in the air repeatedly (2/3 times). Let them a chance to trace in the air 2/3 times after you.
- Now, write the number ‘1’ using dotted lines on the board (like **Activity C**). Say aloud while writing the number ‘1’. Ask them to look at how you write this number.
- Ask Ss, “Open page at 21” [Help Ss to open their book.] Check if everyone has opened.
- Tell ss “Look at the direction of the number writing ‘1’ in the textbook.”
- Ask them, “Trace on the 1<sup>st</sup> box dotted lines of number 1 in the textbook.” [Monitor their activity.]
- Do the same process to write the number “2”.

**4. Practice activities:** Now, tell ss “Write the numbers 1 and 2 in the blank boxes of textbook.” [Ensure everyone is writing.]

- Tell them again “Look at the pictures of **Activity D** carefully.” [Monitor them to look at.]

- Pointing at the different pictures of **Activity D** ask ss, “How many elephant/lion/horse/camels/tigers is/are there in the picture?” Tell them “Count the animal or animals and say the number correctly.” [Support them to count properly and say in Bangla if necessary.]
- Then, divide them into pairs. Invite one pair in front of the class. (Pointing at the pictures of Activity D) Let S1 ask S2 “How many elephant/lion/horse/camels/tigers is/are there in the picture? Count.” Let them do the activity 2/3 times and change their role in turns.
- Now tell ss, “Write the counted numbers next to the pictures of **Activity D.**”

**5. Assessing learning:** Tell ss “Raise your hand if you can write 1 and 2.

- Then, invite randomly one/two ss in front of the class. Tell them, “Write the numbers 1 or 2 on the board.”

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 21**

Domain	Indicators
Knowledge	1. S traces the cardinal number (1, 2) neatly and legibly.
Skill	2. S writes the cardinal number (1, 2) neatly and legibly.
Attitude and Values	3. S counts the cardinal number (1, 2) neatly and legibly.

**6. Feedback:** Support the students who can’t write the numbers. Reassess and make sure their learning.

**7. Summary of the session:** Ask ss, “What have we learnt today?” Help ss to respond properly.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## **Lesson 5: Two little hands**

Session	Learning Outcomes
Session 01: A, B Page: 22	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of activity A, B, audio/video clip.

### **Session Procedures**

**Session Duration: 50 minutes**

#### **Teaching Learning Activity**

**1. Introduction:** Exchange greetings with a smiling face.  

- Start the class with a warm-up activity.

**2. Review of the previous session:** Ask ss “What did we learn yesterday?”

**3. Presentation of the session:** Show the pictures from Activity A at page 20.

- Tell them, “Look at the pictures and discuss them with the friend who is next to you.” Help them to say about the pictures.
- Then say to the students, “Today we are going to recite a rhyme “Two little hands”
- Tell them “Listen to the rhyme and observe carefully how I recite.” [Recite the rhyme with gesture. Play the audio/video clip of the rhyme if available.]
- Tell them, “Follow and repeat”. [Recite the rhyme with gesture again.] Let them

do it twice at least in chorus with gesture.

**4. Practice activities:** Activity B: Invite S1 in front of the class. Tell S1, “Recite and act out the rhyme with me.” Tell other students “Follow the activity.”

- Following the activity B, say S1, “Repeat after me.”
- [With action] Say, “Two little hands to” Encourage S1 to reply, “Two little hands to” Say, “Clap, clap, clap” Encourage S1 to reply, “Clap, clap, clap” Recite the whole rhyme with action following the same way.
- Divide the students into pairs. Ask P1 in front of the class. Say P1, “Recite the rhyme with action in pair.” [Support P1 to recite with gesture properly.]
- Now let them recite the rhyme in pairs. [Monitor them to recite with gesture properly.]
- Divide ss into groups and ask them “Practise the rhyme in groups with gesture.” (Support them where necessary.)
- Tell them, “Practise in a group with gesture one by one.”
- Tell the class to practise individually when the teacher says ‘start’.

**5. Assessing learning:** In group, like chain drill S1 will say the 1<sup>st</sup> line S2 will say the 2<sup>nd</sup> line S3..... The whole class will continue it in turns in groups.

Check student’s learning using the following assessment indicators.

**Assessment Indicators - 22**

Domain	Indicators
Knowledge	1. S repeats after teacher.
Skill	2. S recites the rhyme.
Attitude and Values	3. S recites the rhyme with gesture.

**6. Feedback:** Help the students who can’t recite properly.**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.**8. Concluding the session:** Say “Goodbye, my dear students. See you in the next class.”

## Lesson 6: e E f F

Session	Learning Outcomes
Session 01: A, B Page: 23	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

<b>Teaching Aids:</b> Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)
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Session Procedures	Session Duration: 50 minutes
Teaching Learning Activity	
<b>1. Introduction:</b> Exchange greetings with a smiling face.	
<b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song). <ul style="list-style-type: none"> <li>Review the alphabet playing a language game. [Provide support to them if necessary.]</li> </ul>	
<b>3. Presentation of the session:</b> Tell Ss ‘Open your book at page 23’. Tell them to think individually about the objects in the picture given at <b>Activity-A</b> . <ul style="list-style-type: none"> <li>Encourage Ss to say the name of the objects either in Bangla or English.</li> <li>Tell Ss ‘Today we will learn about Egg, Eagle, Fish, Frog, and know how to pronounce them in English’.</li> <li>Now show/draw a picture of ‘egg’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.</li> <li>Show the picture(s) of <b>Activity-B</b>. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (egg) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]</li> <li>Now, put the finger on the initial letter ‘e’ of the word ‘egg’. Say the sound of the letter ‘e’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘E’. [If audio is available, play the sound of the letter.]</li> <li>Indicating the letters ‘e’, ‘E’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them the sounds are the same for the small ‘e’ and capital ‘E’.</li> <li>Follow the same steps for introducing the letter ‘e, E’ with the words ‘eagle, Eagle’. [Provide support to them if necessary.]</li> <li>Tell Ss that we will know the letter’s name now. The letter name of ‘e, E’ is /i:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.</li> <li>After learning the letter ‘e/E’, tell Ss that we will know the sound of another letter ‘f/F’.</li> </ul>	

- Now show/draw a picture of ‘fish’ on the board. Ask Ss ‘What’s this?’ Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (fish) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support them if necessary.]
- Now, put the finger on the initial letter ‘f’ of the word ‘fish’. Say the sound of the letter ‘f’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘F’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘f, F’ with the words ‘frog, Frog’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘f, F’ is /ef/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (e E, f F) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (egg, eagle, fish, frog), and the other will say the word. Tell them to practice in turns.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (e, E, f, F). Tell them to practice in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (e, E, f, F). Tell them to practice in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the general guidelines of assessing learning given at the beginning of the book.]

- Teacher first shows the pictures (egg, eagle, fish, frog), and asks the students individually to say the word.
- Again, teacher says/plays the sound of letters; S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/ letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 23

Domain	Indicators for the letters (e E, f F)
Knowledge	1. S says the words of familiar objects 2. S recognizes the sounds of the letter
Skill	3. S identifies the sounds of the letter 4. S pronounces the letter correctly
Attitude and Values	5. Participates actively in group/pair work.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 6: e E f F

Session	Learning Outcomes
Session 02: C, E Page: 24	3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

1. <b>Introduction:</b> Exchange greetings with a smiling face.
2. <b>Review of the previous session:</b> Start the session with a song (Alphabet song). <ul style="list-style-type: none"> <li>Review the previous lesson playing language games. [Provide support to them if necessary.]</li> </ul>
3. <b>Presentation of the session:</b> Show/draw a picture of 'ear' on the board and write the word 'ear' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.] <ul style="list-style-type: none"> <li>Then, put a finger on the initial letter 'e' of the word 'ear'; say the sound of the letter 'e'. Tell Ss 'Listen and repeat after you'. [If audio is available, play the sound of the letter 'e']</li> </ul>

- Follow the same steps for introducing the capital letter ‘E’ with the word ‘Ear’.
- Again, follow the same process for introducing the small letter ‘f’ with the word ‘flower’, capital letter ‘F’ with the word ‘Flower’. [Provide support to them if necessary.]
- Activity-C: Now, tell Ss ‘Open your book at page 24’. Then Tell them, ‘Look at the letters’.
- Show the letter cards of ‘e, E, f, F’, and ask Ss to recall and say the letter names. Do it 2/3 times.

**4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (egg, eagle, ear, fish, frog, flower), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (e, E, f, F) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (e, E, f, F). Tell them to do it in turns. [Provide support to them if necessary.]
- Again, one student says the sound of the letter (e, E, f, F), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of e, E, f, F), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (e, E, f, F), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the **Activity-E**. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets or wooden/plastic letters for this Activity.]
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 24

Domain	Indicators for the letters (e E, f F)
Knowledge	1. Say proper sounds of the letters in familiar words 2. Recognize the small letters properly 3. Recognize the capital letters properly
Skill	4. Read aloud the small letters properly 5. Read aloud the capital letters properly 6. Match the small letters with the capital letters
Attitude and Values	7. Participates actively

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 6: e E f F

Session	Learning Outcomes
Session 03: D Page: 24	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; model of apple and ball; letter cards; Worksheets; audio/video clip (if available)

### Session Procedures

### Session Duration: 50 minutes

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (e, E, f, F) moving our hands.
  - Elicit student's ideas about writing the letters as they have seen the letters (e, E, f, F) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
  - Now, face towards the board. Trace the small letter 'e' slowly in the air with a finger. Follow the directions (across-round) used in the textbook and say the

direction aloud while tracing. Then, say the name of the letter /i:/.

- Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
- Now, draw lines on the board (like **Activity-D**), and write the letter ‘e’ using dotted lines. Say the direction aloud ‘across-round’ while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing ‘e’ in the textbook Activity-D, Page-24.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters ‘E’, ‘f’, ‘F’. Monitor the class, and support Ss if necessary.

[For writing the capital letter ‘E’, the direction (down-across-across-across); For writing the small letter ‘f’, the direction (down-across); For capital letter ‘F’, the direction (down-across-across). And the name of the letter F is /ef /]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (e, E, f, F), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (e, f) individually in their exercise book. Then, ask them to write capital letters (E, F) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 25

Domain	Indicators for the letters (e E, f F)
Knowledge	1. Know the form of non-cursive small letters 2. Know the form of non-cursive capital letters
Skill	3. Write non-cursive small letters neatly and legibly 4. Write non-cursive capital letters neatly and legibly
Attitude and Values	5. Raises his/her hand to response.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.

## Lesson 6: e E f F

Session	Learning Outcomes
Session 04: F, G Page: 25	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

### Session Duration: 50 minutes

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>4. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]</p> <ul style="list-style-type: none"> <li>• Tell, today we will play a game at the end of the class with the letters 'e, E, f, F'.</li> </ul> <p><b>5. Presentation of the session:</b> Review the Activity-D.</p> <ul style="list-style-type: none"> <li>• Write the letters (e, E, f, F) on the board, and say the direction aloud when you are writing.</li> <li>• Then, invite few Ss in front of the class to write the letters on the board.</li> </ul> <p><b>6. Practice activities:</b> Tell Ss to open their book, and look at the Activity-F, Page-25.</p> <ul style="list-style-type: none"> <li>• Show Ss one example to do the Activity-F.</li> <li>• Tell Ss to write the missing letters (small/ capital) of each word in the box. [Monitor and provide support if necessary.]</li> </ul>
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- After completing the Activity, now say, ‘We will play a game with the letters’. Tell Ss to make pairs. [Provide materials if possible.]
- Tell Ss to play the game with their partner. Show them how to play the game.
- One student will close her/his eyes, and touch the wooden/plastic letters. Then s/he says the letter aloud, and write it on her/his khata. Do it in turns. Monitor and provide support if necessary.

**7. Assessing learning:** Check student’s learning when students are writing in the boxes, and observe students’ engagement when playing the game with letters.

- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 26**

Domain	Indicators for the letters (e E, f F)
Knowledge	1. Write non-cursive small letters using dotted lines. 2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly. 4. Write non-cursive capital letters legibly. 5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters. 7. Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

#### **Review Lesson 6: A-F a-f**

Session	Learning Outcomes
Session 05: Page:	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly
	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Pictures; letter cards; plastic/ wooden letters; audio/video clip (if available)

<b>Session Procedures</b>	<b>Session Duration: 50 minutes</b>
<b>Teaching Learning Activity</b>	
<b>1. Introduction:</b> Exchange greetings with a smiling face.	
<b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song) or a language game. [Provide support them if necessary.]	
<b>8. Presentation of the session:</b> Show the pictures/ images related to the letters (A-F). Ask Ss ‘What’s this?’ Encourage them to say the word of that picture.	<ul style="list-style-type: none"> <li>Then, put the finger on the initial letters (small/ capital) of each word; say the sound of the letters. Tell Ss ‘Listen and repeat after you’. [Provide support to them if necessary.]</li> <li>Again, indicate the initial letters (small/capital), and ask Ss to say the sound of the letters.</li> <li>After reviewing the sound of the letter ‘A-F’, tell Ss that we will say the letter’s name (A-F) now. Take help from audio if necessary.</li> <li>Praise Ss at the end of this Activity.</li> </ul>
<b>9. Practice activities:</b> Divide Ss into pairs (mixing slow learner and advanced learner). One student shows letter cards or wooden/plastic letters, the other student says the name of the letters. Tell them to practice in turns. Monitor pairwork and support them if necessary.	<ul style="list-style-type: none"> <li>Again, one student says the letter name (A-F), and the other student chooses/picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.</li> </ul> <p>[Play a game, if possible, gender sensitivity should be kept in mind. For example- Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter, and say the letter name aloud. Show Ss how to play the game.]</p> <ul style="list-style-type: none"> <li>Then, divide Ss into pairs (mixing slow learner and advanced learner). One student says the letter name(A-F), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]</li> </ul> <p>[Support Ss individually who did not achieve the learning outcomes in the previous classes. Go back to the assessment checklists of the previous sessions to identify who cannot read and write the Alphabet. Make sure every student can say, read and write the letters (A-F) properly.]</p>
<b>10. Assessing learning:</b> [Follow the assessing learning guidelines given at the beginning of the book]	<ul style="list-style-type: none"> <li>Check student’s learning when students are reading and writing the letters (A-F) in pairs.</li> <li>Praise Ss at the end.</li> </ul>

Check student's learning using the following assessment indicators.

### Assessment Indicators - 27

Domain	Indicators for the letters (a—f, A—F)
Knowledge	1. Say the letter sound properly. 2. Say the letter name.
Skill	3. Read the letter aloud properly. 4. Write non-cursive small letters legibly. 5. Write non-cursive capital letters legibly.
Attitude and Values	6. Feel confident in writing the letters neatly and legibly.
<b>6. Summary of the session:</b>	Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
<b>7. Concluding the session:</b>	Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 7: Numbers: 3, 4

Session	Learning Outcomes
Session 01: A, B Page: 26	4.1.4 read aloud cardinal numbers in figures properly

**Teaching aids:** Picture of activity A, B/ number card.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Do the same as the session 1 of Lesson 4: Numbers:1,2
<b>2. Review of the previous session:</b> Show the number card of 1 and 2 or write the number 1 and 2 on the board. Ask <b>S1</b> randomly, "What is this?" Possible answer should be 1 or 2.
<b>3. Presentation of the session:</b> Do the same as the session 1 of Lesson 4: Numbers:1,2, <ul style="list-style-type: none"> <li>• Use the numbers 3 and 4 in place of 1 and 2.</li> </ul>
<b>4. Practice activities:</b> Divide Ss into groups. In every group, one student shows the pictures of <b>Activity B</b> and then asks, "How many flags/flowers are there in the picture?" Support other students to reply altogether, "3 flags/4 flowers." [Monitor group work.] Drill the activity in group at least 2/3 times.

**5. Assessing learning:** Tell one student randomly [Reading the number (3, 4) loudly], “Listen to the sound of numbers and then point at that numbers.” Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 28**

Domain	Indicators
Knowledge	1. S says the cardinal numbers in figures (3, 4).
	2. S recognizes the sounds of the number (3, 4).
Skill	3. S counts and says the number (3, 4).
Attitude and Values	4. S reads the number (3, 4) loudly with proper pronunciation.

**6. Feedback:** Support the students who can’t read and count the number properly.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “Goodbye all. See you in the next class.”

## **Lesson 7: Numbers: 3, 4**

Session	Learning Outcomes
Session 02: C, D, E Page: 27	7.2.3 write cardinal numbers in figures neatly and legibly

**Teaching aids:** Picture of activity C, D, E.

### **Session Procedures**

**Session Duration: 50 minutes**

#### **Teaching Learning Activity**

<b>1. Introduction:</b> Do the same as the session 1 of Lesson 4,
<b>2. Review of the previous session:</b> Ask Ss altogether, “What did we learn yesterday?” [Say in Bangla if necessary.]
<ul style="list-style-type: none"> <li>Show any objects in the classroom. Ask a student randomly, “How many ....?” Possible answer should be “1/2/3/4 .....”</li> </ul>
<b>3. Presentation of the session:</b> Follow the same process as the session 2: C, D of Lesson 4,
<ul style="list-style-type: none"> <li>Replace the number of 1 and 2 with 3 and 4.</li> </ul>
<b>4. Practice activities:</b> Now, tell ss “Write individually the numbers 3 and 4 in the blank boxes of the textbook.” [Ensure everyone is writing.]
<ul style="list-style-type: none"> <li>Tell ss “Look at the pictures of <b>Activity D</b> carefully.” [Monitor them to look at.]</li> <li>Pointing at the petals in each flower ask ss, “How many petals are there in each flower?” [Support them to count properly and say in Bangla if necessary.]</li> </ul>

- Then, divide them into pairs. Invite one pair in front of the class. (Pointing at the different pictures of **Activity D**) Let S1 ask S2 “How many petals are there in each flower? Count.” Let them do the activity 2/3 times by changing their role.
- Now tell ss, “Write the counted number individually next to the picture of **Activity D**.”
- Now tell, “Look at the **Activity E**. Let us draw things from numbers.” Tell them to prepare their materials. [Provide materials if available]
- Let them draw and colour the picture individually.
- Next tell ss, “Display the pictures in the classroom.” [Support ss to display properly.]

**5. Assessing learning:** Tell ss “Raise your hand if you can write 3 or 4.

- Then, invite randomly one/two students in front of the class. Tell them to write the numbers (1/2/3/4) on the board.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 29

Domain	Indicators
Knowledge	1. S traces the cardinal number (1, 2, 3, and 4) neatly and legibly.
Skill	2. S writes the cardinal number (1, 2, 3, and 4) neatly and legibly. 3. S draws things from numbers with the available materials.
Attitude and Values	4. S actively colours the numbers with the available materials. 5. S displays the coloured numbers.

**6. Feedback:** Support the students who can’t write the numbers. Reassess their learning.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Lesson 8: Counting cats

Session	Learning Outcomes
Session 01: A and B Page: 28	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of activity A, audio/video clip.

**Session Procedures**

**Session Duration: 50 minutes**

## Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Start the class with a warm-up activity.

**2. Review of the previous session:** Ask ss “What did we learn yesterday?”

- Tell ss “Raise your hand if you can write 1, 2, 3 or 4.
- Then, invite randomly one/two students in front of the class. Ask them to write 1/2/3/4 on the board

**3. Presenting Toady's session:** Show the pictures from Activity A at page 28.

- Ask ss “What can you see in the 1st, 2nd, 3rd & 4th picture? How many cats are there in the pictures? What colour is it? (Point 1st, 2nd, 3rd and 4th picture individually.)
- Next say, “Today we are going to recite a rhyme “Counting cats.”
- Tell ss “Listen to the rhyme and observe carefully how I recite.” [Recite the rhyme with gesture. Play the audio/video clip of the rhyme if available.]
- Tell them “Follow and repeat”. [Recite the rhyme with gesture again.] Let them do it twice at least in chorus with gesture.

**4. Practice activities:** Invite S1 in front of the class. Tell S1, “Recite and act out the rhyme with me.” Tell other Ss “Follow the activity.”

- Following the Activity B, say S1, “Repeat after me.”
- [With action] Say, “1 cat, 2 cats” Encourage S1 to reply, “1 cat, 2 cats” Say, “Brown cat, white cat” Encourage S1 to reply, “Brown cat, white cat” Recite the whole rhyme following the same way. Let them recite the rhyme with the choral drill.
- Divide them into pairs. Ask P1 in front of the class. Say P1, “Recite the rhyme with action in pairs.” [Support P1 to recite with gesture.]
- Now let them recite the rhyme in pairs. [Monitor and support them.]
- Divide ss into groups and tell them “Practise the rhyme in groups with gesture.”
- Tell them, “Practise in a group with gesture one by one.”
- Tell the class to practise individually when the teacher says ‘start’.

**5. Assessing learning:** Activity B: In group, like chain drill S1 will say the 1st line S2 will say the 2nd line S3..... The whole class will continue it in turns in groups.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 30

Domain	Indicator
Knowledge	1. S repeats after teacher.
Skill	2. S recites the rhyme.
Attitude and Values	3. S recites the rhyme with gesture

**6. Feedback:** Help the students who can't recite properly.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “Goodbye, my dear students. See you in the next class.”

## Lesson 9: g G h H

Session	Learning Outcomes
Session 01: A, B Page: 29	1.1.1 recognize the sounds of the alphabet in familiar words 3.1.1 say proper sounds of the letters in familiar words 4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.
<b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song). <ul style="list-style-type: none"><li>Review the alphabet playing a language game. [Provide support to them if necessary.]</li></ul>
<b>3. Presentation of the session:</b> Tell Ss ‘Open your book at page 29’. Tell them to think individually about the objects in the picture given at <b>Activity-A</b> . <ul style="list-style-type: none"><li>Encourage Ss to say the name of the objects either in Bangla or English.</li><li>Tell Ss ‘Today we will learn about Goat, Girl, Hen, Home, and know how to pronounce them in English’.</li><li>Now show/draw a picture of ‘goat’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]</li><li>Show the picture(s) of <b>Activity-B</b>. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (goat) associated with the picture while saying the word. Ss repeat the word 2/3 times.</li><li>Now, put the finger on the initial letter ‘g’ of the word ‘goat’. Say the sound of the letter ‘g’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘G’. [If audio is available, play the sound of the letter.]</li><li>Indicating the letters ‘g’, ‘G’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them the sounds are the same for the small ‘g’ and capital ‘G’.</li><li>Follow the same steps for introducing the letter ‘g, G’ with the words ‘girl, Girl’. [Provide support to them if necessary.]</li></ul>

- Tell Ss that we know the letter's name now. The letter name of 'g, G' is /dʒi:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter 'g/G', tell Ss that we will know the sound of another letter 'h/H'.
- Now show/draw a picture of 'hen' on the board. Ask Ss 'What's this?' Encourage them to say the word of that picture. Then ask Ss, 'How do we say that in English?'. Now, tell the word and Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss 'Listen to me, and repeat after me'. Teacher puts the finger on the word (hen) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
- Now, put the finger on the initial letter 'h' of the word 'hen'. Say the sound of the letter 'h' aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter 'H'. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter 'h, H' with the words 'home, Home'. [Provide support to them if necessary.]
- Tell Ss that we will know the letter's name now. The letter name of 'h, H' is /eitʃ/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (g G, h H) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (goat, girl, hen, home), and the other will say the word. Tell them to practice in turns.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (g, G, h, H). Tell them to practice in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (g, G, h, H). Tell them to practice in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the general guideline of assessing learning given at the beginning of the book.]

- Teacher first shows the pictures (goat, girl, hen, home), and asks students individually to say the word.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/ letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 31

Domain	Indicators for the letters (g G, h H)
Knowledge	1. S says the words of familiar objects 2. S recognizes the sounds of the letter
Skill	3. S identifies the sounds of the letter 4. S pronounces the letter correctly
Attitude and Values	5. Works with other children in pair work.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 9: g G h H

Session	Learning Outcomes
Session 02: C, E Page: 30	3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p>
<p><b>2. Review of the previous session:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the previous lesson playing language games. [Provide support to them if necessary.]</li> </ul>
<p><b>3. Presentation of the session:</b> Show/draw a picture of 'glass' on the board and write the word 'glass' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]</p> <ul style="list-style-type: none"> <li>Then, put a finger on the initial letter 'g' of the word 'glass'; say the sound of the letter 'g'. Tell Ss 'Listen and repeat after you'. [If audio is available, play the sound of the letter 'g']</li> </ul>

- Follow the same steps for introducing the capital letter ‘G’ with the word ‘Glass’.
- Again, follow the same process for introducing the small letter ‘h’ with the word ‘hat’; capital letter ‘H’ with the word ‘Hat’. [Provide support to them if necessary.]
- Say the sound of the letter ‘h’. Tell Ss ‘Listen and repeat after you’. [If audio is available, play the sound of the letter ‘h’]
- Follow the same steps for introducing the initial letter ‘H’ with the word ‘Hat’.
- **Activity-C:** Now, tell Ss ‘Open your book at page 30’. Then Tell them, ‘Look at the letters’.
- Show the letter cards of ‘g, G, h, H’, and ask Ss to repeat the letter names. Do it 2/3 times.

**4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (goat, girl, glass, hen, home, hat), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (g, G, h, H) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (g, G, h, H). Tell them to do it in turns. [Provide support to them if necessary.]
- Again, one student says the sound of the letter (g, G, h, H), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of g, G, h, H), and the other student says the name of the letters. Tell them to do it in turns. [Provide support to them if necessary.]
- Again, one student says the letter name of (g, G, h, H), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the **Activity-E**. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 32

Domain	Indicators for the letters (g G, h H)
Knowledge	1. Say proper sounds of the letters in familiar words
	2. Recognize the small letters properly
	3. Recognize the capital letters properly
Skill	4. Read aloud the small letters properly
	5. Read aloud the capital letters properly
	6. Match the small letters with the capital letters
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 9: g G h H

Session	Learning Outcomes
Session 03: D Page: 30	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review of the previous session:</b> Review the session by singing a song (Alphabet song), or playing a language game. [Provide support to them if necessary.]</p> <p><b>3. Presentation of the session:</b> Tell Ss, today we are going to learn how to write the letters (g, G, h, H) moving our hands.</p> <ul style="list-style-type: none"> <li>Elicit student's ideas about writing the letters as they have seen the letters (g, G, h, H) in the previous classes. Encourage Ss to draw the letters in the air using imagination.</li> <li>Now, face towards the board. Trace the small letter 'g' slowly in the air with a finger. Follow the direction (round-down) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /dʒi:/.</li> </ul>
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- Tell Ss to trace in the air 2/3 times after the teacher.
- Now, draw lines on the board (like Activity-D), and write the letter ‘g’ using dotted lines. Say the direction aloud ‘round-down’ while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing ‘g’ in the textbook Activity-D, Page-30.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters ‘G’, ‘h’, ‘H’. Monitor the class, and support Ss if necessary.

[For writing the capital letter ‘G’, the direction (round-across); For writing the small letter ‘h’, the direction (down-round); For the capital letter ‘H’, the direction (down-down-across). And the name of the letter F is / eɪtʃ /]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (g, G, h, H), and the other student writes the letter in their exercise book accordingly. Change their role in turns.

[Play a game, if possible, gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (g, h) individually in their exercise book. Then, ask to write capital letters (G, H) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Checklist - 33

Domain	Indicators for the letters (g G, h H)
Knowledge	1. Know the form of non-cursive small letters 2. Know the form of non-cursive capital letters
Skill	3. Write non-cursive small letters neatly and legibly 4. Write non-cursive capital letters neatly and legibly
Attitude and Values	5. Feel confident in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'g, G, h, H' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible.

Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 9: g G h H

Session	Learning Outcomes
Session 04: F, G Page: 31	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]

- Tell, today we are going to make fun letters 'g, G, h, H' with paper, leaves, ropes etc.

**3. Presentation of the session:** Before making fun letters, tell Ss we are going to review the Activity-D.

- Write the letters (g, G, h, H) on the board, and say the direction aloud when you are writing.
- Then, invite few Ss in front of the class to write the letters on the board.

**4. Practice activities:** Tell Ss to open their book, and look at the Activity-F, Page-31.

- Show Ss one example to do the Activity-F.
- Tell Ss to write letters(small/capital) that come before or after given in the box.
- Show Ss one example- how they write in the boxes. [Monitor and provide support if necessary.]
- After finishing the activity, tell Ss, 'We will make fun letters'. Tell Ss to prepare their materials. [Provide materials if possible.]
- Allow Ss some time for this Activity, and Tell every student to do it individually. [Monitor and provide support if necessary.]

- After making the fun letter, Tell Ss to display those letters in the classroom.  
[Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student's learning when students are writing in the boxes, and observe students' engagement when making fun letters.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 34

Domain	Indicators for the letters (g G, h H)
Knowledge	1. Write non-cursive small letters using dotted lines.
	2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly.
	4. Write non-cursive capital letters legibly.
	5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters.
	7. Student enjoyed displaying the learnt letter s.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 10: Numbers: 5, 6

Session	Learning Outcomes
Session 01: A, B Page: 32	4.1.4 read aloud cardinal numbers in figures properly

**Teaching aids:** Picture of activity A, B/ number card.

### Session Procedures

**Session Duration: 50 minutes**

### Teaching Learning Activity

**1. Introduction:** Do the same as the session 1 of Lesson 4: Numbers:1,2

**2. Review of the previous session:** Show the number card of 1, 2, 3 and 4 or write the number 1, 2, 3 and 4 on the board. Ask S1 randomly, “What is it?” Possible answer should be 1, 2, 3 and 4.

**3. Presentation of the session:** Follow the same process as the session 1 of Lesson 4: Numbers: 1, 2,

- Replace the number of 1 and 2 with 5 and 6.

**4. Practice activities:** Divide Ss into groups. Now practise in group. In every group, one student shows the picture of Activity B and then asks, “How many trees/birds/coaches are there in the picture?” Support other students to reply altogether, “5 trees, birds or 6 coaches.” [Monitor group work.] Drill the activity in group at least 2/3 times.

**5. Assessing learning:** Tell one student randomly [Reading the number (5, 6) loudly], “Listen to the sound of numbers and then point at that numbers.”

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 35

Domain	Indicators
Knowledge	1. S says the cardinal numbers in figures (5, 6).
	2. S recognizes the sounds of the number (5, 6).
Skill	3. S counts and says the number (5, 6).
Attitude and Values	4. S enjoys reading the number (5, 6) loudly with the proper pronunciation.

**6. Feedback:** Support the students who can’t read and count the number properly.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “Goodbye all. See you in the next class.”

## Lesson 10: Numbers 5-6

Session	Learning Outcomes
Session 02: C, D Page: 33	7.2.3 write cardinal numbers in figures neatly and legibly

**Teaching aids:** Picture of the activity C, D, E/ number card.

#### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Do the same as the session 1 of Lesson 4,

**2. Review of the previous session:** Follow the session 1 of Lesson 10: Numbers 5-6

**3.Presentation of the session:** Follow the same process as the session 2: C, D of Lesson 4,

- Replace the number of 1 and 2 with 5 and 6 (page-33).

**4. Practice activities:** Now, tell ss “Write individually the numbers 5 and 6 in the blank boxes of textbook.” [Ensure everyone is writing.]

- Tell ss “Look at the pictures of **Activity D (page-33)** carefully.” [Monitor them to look at.]
- Pointing at the pictures of balls/eggs/apples/bats/cats ask Ss, “How many balls/eggs/apples/bats/cats are there in the pictures of Activity D?” [Provide support to them to count properly.]
- Then, divide them into pairs. Invite one pair in front of the class. Pointing at the each picture of **Activity D**, tell one student to ask another “How many balls/eggs/apples/bats/cats are there in the picture? Count.” Let them do the activity 2/3 times and change their role in turns.
- Now tell ss, “Write the counted number next to the picture of **Activity D**.”

**5. Assessing learning:** Tell ss “Raise your hand if you can write 5/6.”

- Then, invite randomly one/two students in front of the class. Tell them to write the numbers (1/2/3/4/5/6) on the board.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 36

Domain	Indicators
Knowledge	1. S traces the cardinal number (1, 2, 3, 4, 5, and 6) neatly and legibly.
Skill	2. S writes the cardinal number (1, 2, 3, 4, 5, and 6) neatly and legibly.
Attitude and Values	3. S counts the number (1, 2, 3, 4, 5, and 6) appropriately.

**6. Feedback:** Support the students who can’t write the numbers. Reassess their learning.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Lesson 11: i I j J

Session	Learning Outcomes
Session 01: A, B Page: 34	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

## Session Procedures

**Session Duration: 50 minutes**

### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review prior knowledge:** Start the session with a song (Alphabet song).

- Review the alphabet playing a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Tell Ss ‘Open your book at page 34’. Tell them to think individually about the objects in the picture given at Activity-A.

- Encourage Ss to say the name of the objects either in Bangla or English.
- Tell Ss ‘Today we will learn about insects, ice, jug, jeep, and know how to pronounce them in English’.
- Now show/draw a picture of ‘insects’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Show the picture(s) of **Activity-B**. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (insects) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
- Now, put the finger on the initial letter ‘i’ of the word ‘insects’. Say the sound of the letter ‘i’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘I’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘i’, ‘I’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them the sounds are the same for the small ‘i’ and capital ‘I’.
- Follow the same steps for introducing the letter ‘i, I’ with the words ‘ice, Ice’. [Provide support to them if necessary.]
- Encourage Ss to think of other words in Bangla that begin with the same sound.
- Tell the Ss that we will know that letter’s name now. The letter name of ‘i, I’ is /aɪ/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘i/I’, tell Ss that we will know the sound of another letter ‘j/J’.
- Now show/draw a picture of ‘jug’ on the board. Ask Ss ‘What’s this?’ Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (jug) associated with the picture while saying the word. Ss repeat the word 2/3 times.

- Now, put the finger on the initial letter ‘j’ of the word ‘jug’. Say the sound of the letter ‘j’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘J’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘j, J’ with the words ‘jeep, Jeep’. [Provide support to them if necessary.]
- Tell Ss we will know the letter’s name now. The letter name of ‘j, J’ is /dʒeɪ/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (i I, j J) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (insects, ice, jug, jeep), and the other will say the word. Tell them to practice in turns.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (i, I, j, J). Tell them to practice in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (i, I, j, J). Tell them to practice in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the general guideline of assessing learning given at the beginning of the book.]

- Teacher first shows the pictures (insects, ice, jug, jeep), and asks student individually to say the word.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 37**

Domain	Indicators for the letters (i I, j J )
Knowledge	1. S says the words of familiar objects. 2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter. 4. S pronounces the letter correctly.
Attitude and Values	5. Show interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

- 7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 11: i I j J

Session	Learning Outcomes
Session 02: C, E Page: 35	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review of the previous session:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the previous lesson playing language games. [Provide support to them if necessary.]</li> </ul> <p><b>3. Presentation of the session:</b> Show/draw a picture of 'ice cream' on the board and write the word 'ice cream' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.</p> <ul style="list-style-type: none"> <li>Then, put a finger on the initial letter 'i' of the word 'ice cream'; say the sound of the letter 'i'. Tell Ss 'Listen and repeat after me'. [If audio is available, play the sound of the letter 'i']</li> <li>Follow the same steps for introducing the capital letter 'I' with the word 'Ice cream'.</li> <li>Again, follow the same process for introducing the small letter 'j' with the word 'jacket', capital letter 'J' with the word 'Jacket'. [Provide support to them if necessary.]</li> <li><b>Activity-C:</b> Now, tell Ss 'Open your book at page 35'. Then Tell them, 'Look at the letters'.</li> <li>Show the letter cards of 'i, I, j, J', and ask Ss to repeat the letter names. Do it 2/3 times. [Provide support to them if necessary.]</li> </ul>
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**4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (insects, ice, ice cream, jug, jeep, jacket), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (i, I, j, J) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (i, I, j, J). Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the sound of the letter (i, I, j, J), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns.
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of i, I, j, J), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (i, I, j, J), and the other student chooses/ picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns.
- Monitor each pairwork and provide support to them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the **Activity-E**. Ask them to read and match the small letters with the capital letters. Allow them to do it on their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 38

Domain	Indicators for the letters (i I, j J )
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 11: i I j J

Session	Learning Outcomes
Session 03: D Page: 33	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity-D; letter cards/ wooden letters/ plastic letters; letter cards; Worksheets; audio/video clip (if available)

### Session Procedures

### Session Duration: 50 minutes

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (i, I, j, J) moving our hands.

- Elicit student's ideas about writing the letters as they have seen the letters (i, I, j, J) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
- Now, face towards the board. Trace the small letter 'i' slowly in the air with a finger. Follow the direction (down-dot) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /al/.
- Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter 'i' using dotted lines. Say the direction aloud 'down-dot' while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing 'i' in the textbook Activity-D, Page-35
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.

- Follow the same process for writing the letters ‘I’, ‘j’, ‘J’. Monitor the class, and support Ss if necessary.

[For writing the capital letter ‘I’, the direction (across-down-across); For writing the small letter ‘j’, the direction (down-dot); For the capital letter ‘F’, the direction (down-across). And the name of the letter J is / dʒeɪ /]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (i, I, j, J), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (i, j) individually in their exercise book. Then, ask to write capital letters (I, J) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 39

Domain	Indicators for the letters (i I, j J)
Knowledge	1. Know the form of non-cursive small letters
	2. Know the form of non-cursive capital letters
Skill	3. Write non-cursive small letters neatly and legibly
	4. Write non-cursive capital letters neatly and legibly
Attitude and Values	5. Feel confident in writing small and capital letters

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss ‘Tomorrow we will make fun letters ‘i, I, j, J’ with paper, leaves, sticks, seeds, ropes etc.’ Tell Ss to bring the materials from their home if possible.

Now, conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

## Lesson 11: i I j J

Session	Learning Outcomes
Session 04: F, G Page: 36	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.
<b>2. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.] <ul style="list-style-type: none"> <li>• Tell, today we are going to make fun letters ‘i, I, j, J’ with paper, leaves, ropes etc.</li> </ul>
<b>3. Presentation of the session:</b> Before making fun letters, tell Ss we are going to review the Activity-D. <ul style="list-style-type: none"> <li>• Write the letters (i, I, j, J) on the board, and say the direction aloud when you are writing.</li> <li>• Then, invite a few Ss in front of the class to write the letters on the board.</li> </ul>
<b>4. Practice activities:</b> Tell Ss to open their book, and look at the Activity-F, Page-34. <ul style="list-style-type: none"> <li>• Show Ss one example to do the Activity-F.</li> <li>• Ask Ss to say and write the initial letters (small and capital) for each picture in the box. [Monitor and provide support if necessary.]</li> <li>• Show Ss one example- how they write the initial letter in the box.</li> <li>• After finishing the activity, tell Ss, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]</li> <li>• Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]</li> <li>• After making the fun letter, tell Ss to display those letters in the classroom. [Support Ss to display the letters.]</li> <li>• Tell Ss to move around the classroom, and look at the letters.</li> </ul>

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student's learning when students are writing in the boxes, and observe students' engagement when making fun letters.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 40

Domain	Indicators for the letters (i I, j J )
Knowledge	1. Write non-cursive small letters using dotted lines. 2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly. 4. Write non-cursive capital letters legibly. 5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters. 7. Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 12: Numbers: 7, 8

Session	Learning Outcomes
Session 01: A, B Page: 37	4.1.4 read aloud cardinal numbers in figures properly

**Teaching aids:** Picture of activity A, B/ number card

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Do the same as the session 1 of Lesson 4: Numbers:1,2

**2. Review of the previous session:** Show the number cards of 1, 2, 3, 4, 5, and 6 or write the number 1, 2, 3, 4, 5, and 6 on the board. Ask S1 randomly, "What is it?" Possible answer should be 1, 2, 3, 4, 5, and 6.

**3.Presentation of the session:** Showing Activity A ask Ss, “What can you see in the picture?” [Allow them to say the names of objects in Bangla.]

- Say, “Open page 37. [Help them to open their book. Check if everyone has opened.]
- Tell ss “Look at the picture carefully.” [Allow them to look at the objects of the picture individually.] Ask ss “How many boys/girls/flowers/birds/trees etc are there in the picture?”
- Encourage ss to say the names and numbers of the objects.
- Tell ss “Today we are going to learn about the numbers 7, 8 and know how to count and say in English.”

**4. Practice activities:** Divide them into groups. Now practise in a group. In group, one student shows the picture of a flower bouquet and girls of **Activity B** and then asks, “How many flowers/girls are there in the picture?” Support other students to reply altogether 7 flowers and 8 girls.” [Monitor group work.] Drill the activity in group 2/3 times.

**5. Assessing learning:** Ask one student randomly [Reading the number (7, 8) loudly], “Listen to the sound of numbers and then point that numbers.”

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 41

Domain	Indicators
Knowledge	1. S says the cardinal numbers in figures (7, 8).
	2. S recognizes the sounds of the number (7, 8).
Skill	3. S counts and says the number (7, 8).
Attitude and Values	4. S enjoys reading the number (7, 8) loudly with the proper pronunciation.

**6. Feedback:** Support the students who can’t read and count the number properly.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “Goodbye all. See you in the next class.”

## Lesson 12: Numbers: 7, 8

Session	Learning Outcomes
Session 02: C, D Page: 38	7.2.3 write cardinal numbers in figures neatly and legibly

**Teaching aids:** Picture of the activity C, D/ number card.

## Session Procedures

Session Duration: 50 minutes

### Teaching Learning Activity

- 1. Introduction:** Do the same as the session 1 of Lesson 4,
- 2. Review of the previous session:** Follow the session 1 of Lesson 10: Numbers 5-6
- 3. Presentation of the session:** Follow the session 2: C, D of Lesson 4,
  - Replace the number of 1 and 2 with 7 and 8 (page-38).
- 4. Practice activities:** Now, tell Ss “Write the number 7 and 8 in the blank boxes of the textbook.” [Ensure everyone is writing.]
  - Tell ss “Look at the pictures of **Activity D (page 38)** carefully.” [Monitor them to look at.]
  - Pointing at the different objects of **Activity D**. Ask Ss, “How many goats/birds/hens/jugs/insects/houses/cars are there in the pictures of **Activity D**?” To answer correctly, tell Ss “Count.” [Support them to count properly.]
  - Then, divide ss into pairs. Invite one pair in front of the class. Pointing at the pictures of Activity D, tell one student to ask another “How many goats/birds/hens/jugs/insects/houses/cars are there in the pictures? Count.” Do the activity at least 2/3 times. Tell them to change their role in turns.
  - Now tell Ss, “Count the pictures and match with the number individually.”
- 5. Assessing learning:** Tell Ss “Raise your hand if you can write 7/8.”
  - Then, invite randomly one/two students in front of the class. Ask them to write the numbers (1/2/3/4/5/6/7/8) on the board.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 42

Domain	Indicators
Knowledge	1. S traces the cardinal number (1, 2, 3, 4, 5, 6, 7, and 8) neatly and legibly.
Skill	2. S writes the cardinal number (1, 2, 3, 4, 5, 6, 7, and 8) neatly and legibly.
Attitude and Values	3. S feels confident to write the number (1, 2, 3, 4, 5, 6, 7, and 8) appropriately.

- 6. Feedback:** Support the students who can't write the numbers.
- 7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.
- 8. Concluding the session:** Say “See you in the next class. Bye.”

## Lesson 13: K k L l

Session	Learning Outcomes
Session 01: A, B Page: 39	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

<b>Teaching Aids:</b> Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)
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### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the alphabet playing a language game. [Provide support to them if necessary.]</li> </ul> <p><b>3. Presentation of the session:</b> Tell Ss ‘Open your book at page 39’. Tell them to think individually about the objects in the picture given at <b>Activity-A</b>.</p> <ul style="list-style-type: none"> <li>Encourage Ss to say the name of the objects either in Bangla or English.</li> <li>Tell Ss ‘Today we will learn about kite, lotus, kingfisher, leaf, and know how to pronounce them in English’.</li> <li>Now show/draw a picture of ‘kite’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]</li> <li>Show the picture(s) of <b>Activity-B</b>. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (kite) associated with the picture while saying the word. Ss repeat the word 2/3 times.</li> <li>Now, put the finger on the initial letter ‘k’ of the word ‘kite’. Say the sound of the letter ‘k’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘K’. [If audio is available, play the sound of the letter.]</li> <li>Indicating the letters ‘k’, ‘K’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them the sounds are the same for the small ‘k’ and capital ‘K’.</li> <li>Follow the same steps for introducing the letter ‘k, K’ with the words ‘kingfisher, Kingfisher’. [Provide support to them if necessary.]</li> <li>Tell Ss that we will know the letter’s name now. The letter name of ‘k, K’ is /keɪ/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.</li> <li>After learning the letter ‘k/K’, tell Ss that we will know the sound of another letter ‘l/L’.</li> <li>Now show/draw a picture of ‘lotus’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss,</li> </ul>
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‘How do we say that in English?’ Now, say the word. Tell Ss to repeat the word after you 2/3 times.

- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (lotus) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘l’ of the word ‘lotus’. Say the sound of the letter ‘l’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘L’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘l, L’ with the words ‘leaf, Leaf’. [Provide support to them if necessary.]
- Tell Ss we will know the letter’s name now. The letter name of ‘l, L’ is /el/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (k K, l L) again.

**4. Practice activities:** Divide Ss into pairs. One student will point at the pictures in their book (kite, kingfisher, lotus, leaf), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (k, K, l, L). Tell them to practice in turns. Monitor pairwork and support them if necessary.
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (k, K, l, L). Tell them to practice in turns. [Provide support to them if necessary.]

**5. Assessing learning:** Teacher first shows the pictures (kite, kingfisher, lotus, leaf), and asks students individually to say the word.

- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 43

Domain	Indicators for the letters (k K, l L)
Knowledge	1. S says the words of familiar objects
	2. S recognizes the sounds of the letter
Skill	3. S identifies the sounds of the letter
	4. S pronounces the letter correctly
Attitude and Values	5. S shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

- 7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 13: k K l L

Session	Learning Outcomes
Session 02: C, E Page: 40	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Start the session with a song (Alphabet song).
  - Review the previous lesson playing language games. [Provide support to them if necessary.]
- 3. Presentation of the session:** Show/draw a picture of 'key' on the board and write the word 'key' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]
  - Then, put a finger on the initial letter 'k' of the word 'key'; say the sound of the letter 'k'. Tell Ss 'Listen and repeat after me'. [If audio is available, play the sound of the letter 'k']
  - Follow the same steps for introducing the capital letter 'K' with the word 'Key'. [Provide support to them if necessary.]
  - Again, follow the same process for introducing the small letter 'l' with the word 'leg', the capital letter 'L' with the word 'Leg'.
  - Activity-C: Now, tell Ss 'Open your book at page 40'. Then Tell them, 'Look at the letters'.
  - Show the letter cards of 'k, K, l, L', ask tell Ss to repeat the letter names. Do it 2/3 times. [Provide support to them if necessary.]
- 4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (kite, kingfisher, key, lotus, leaf, leg), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (k, K, l, L) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (k, K, l, L). Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the sound of the letter (k, K, l, L), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns.
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of k, K, l, L), and the other student says the name of letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (k, K, l, L), and the other student chooses/picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. [Provide support to them if necessary.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the Activity-E. Ask them to read and match the small letters with the capital letters. Allow them to do it on their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 44

Domain	Indicators for the letters (k K, l L)
Knowledge	1. Say proper sounds of the letters in familiar words 2. Recognize the small letters properly 3. Recognize the capital letters properly
Skill	4. Read aloud the small letters properly 5. Read aloud the capital letters properly 6. Match the small letters with the capital letters
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

- 7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 13: k K I L

Session	Learning Outcomes
Session 03: D Page: 40	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session by singing a song (Alphabet song), or playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (k, K, I, L) moving our hands.
- Elicit student's ideas about writing the letters as they have seen the letters (k, K, I, L) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
  - Now, face towards the board. Trace the small letter 'k' slowly in the air with finger. Follow the direction (down-down left-down right) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /kei/.
  - Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
  - Now, draw lines on the board (like Activity-D), and write the letter 'k' using dotted lines. Say the direction aloud 'down- down left- down right' while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
  - Then, tell Ss to open their book, and look at the direction of the letter-writing 'k' in the textbook Activity-D, Page-40.
  - Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
  - Follow the same process for writing the letters 'K', 'I', 'L'. Monitor the class, and support Ss if necessary.

[For writing the capital letter ‘K’, the direction (down- down left- down right)); For writing the small letter ‘l’, the direction (down)); For the capital letter ‘L’, the direction (down-across). And the name of the letter L is / el /]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (k, K, l, L), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (k, l) individually in their exercise book. Then, ask them to write capital letters (K, L) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 45

Domain	Indicators for the letters (k K, l L)
Knowledge	1. Know the form of non-cursive small letters 2. Know the form of non-cursive capital letters
Skill	3. Write non-cursive small letters neatly and legibly 4. Write non-cursive capital letters neatly and legibly
Attitude and Values	5. Feel confident in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]

**8. Concluding the session:** Now, conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

## Lesson 13: k K I L

Session	Learning Outcomes
Session 04: F, G Page: 41	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly
	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards/ wooden letters/ plastic letters, worksheets

### Session Procedures

**Session Duration: 50 minutes**

Teaching Learning Activity
<b>1. Introduction:</b> Exchange greetings with a smiling face.
<b>2. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.] <ul style="list-style-type: none"> <li>Tell, today we will play a game at the end of the class with the letters ‘k, K, l, L’.</li> </ul>
<b>3. Presentation of the session:</b> Review the Activity-D. <ul style="list-style-type: none"> <li>Write the letters (k, K, l, L) on the board, and say the direction aloud when you are writing.</li> <li>Then, invite a student in front of the class. Ask him to close his eyes and pick up one wooden/plastic letter. Then, the student will write the letter on the board.</li> <li>Ask students to play this game in pairs, and write the letters in their book (Activity-F, page-41)</li> </ul>
<b>4. Practice activities:</b> Tell Ss to open their book, and look at the Activity-G, Page-41. <ul style="list-style-type: none"> <li>Show Ss one example- how they will do this Activity.</li> <li>Tell Ss to look at pictures. Then, match the pictures with the respective initial letter of the word.</li> <li>After completing the Activity, now say, ‘We will play a game with letters’. Tell Ss to make pairs. [Provide materials if possible.]</li> <li>Tell Ss to play the game with their partner. Show them how to play the game.</li> <li>One student will close her/his eyes, and touch the wooden/plastic letters. Then say the letter aloud, and write it on her/his khata. Do it in turns.</li> <li>Monitor and provide support if necessary.</li> </ul>
<b>5. Assessing learning:</b> [Follow the assessing learning guidelines given at the beginning of the book.] <ul style="list-style-type: none"> <li>Check student’s learning when students are writing in the boxes, and observe students’ engagement when playing the game with letters.</li> <li>Praise Ss at the end.</li> </ul>
Check student’s learning using the following assessment indicators.

### Assessment Indicators - 46

Domain	Indicators for the letters (k K, l L)
Knowledge	1. Write non-cursive small letters using dotted lines. 2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly. 4. Write non-cursive capital letters legibly. 5. S makes fun letters with the available materials.
Attitude and Values	6. S actively involves in making fun letters. 7. S enjoys displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

### Review Lesson 13: G-L g-l

Session	Learning Outcomes
Session 05:	1.1.1 recognize the sounds of the alphabet in familiar words 3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly 7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Pictures; letter cards; plastic/ wooden letters; audio/video clip (if available)

#### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face. <b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song) or a language game. <b>3. Presentation of the session:</b> Show the pictures/ images related to the letters (G-L). Ask Ss 'What's this?' Encourage them to say the word of that picture.
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- Then, put the finger on the initial letters (small/ capital) of each word; say the sound of the letters. Tell Ss ‘Listen and repeat after me’.
- Again, indicate the initial letters (small/capital), and ask Ss to say the sound of the letters.
- After reviewing the sound of the letter ‘G-L’, tell Ss that we will say the letter’s name (G-L) now. Take help from audio if necessary.
- Praise Ss at the end of this Activity.

**4. Practice activities:** Divide Ss into pairs (mixing slow learner and advanced learner). One student shows letter cards or wooden/plastic letters, the other student says the name of the letters. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Again, one student says the letter name (G-L), and the other student chooses/picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.

[Play a game, if possible, an gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter, and say the letter name aloud. Show Ss how to play the game.]

- Then, divide Ss into pairs (mixing slow learner and advanced learner). One student says the letter name(G-L), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Support Ss individually who did not achieve the learning outcomes in the previous classes. Go back to the assessment checklists of the previous sessions to identify Ss who cannot read and write the Alphabet. Make sure every student can say, read and write the letters (G-L) properly.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student’s learning when students are reading and writing the letters (G-L) in pairs.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 47

Domain	Indicators for the letters (g—l, G—L)
Knowledge	1. Say the letter sound properly
	2. Say the letter name
Skill	3. Read the letter aloud properly
	4. Write non-cursive small letters legibly
	5. Write non-cursive capital letters legibly
Attitude and Values	6. Feel confident in writing the letters neatly and legibly.

- 6. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 7. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 14: M m N n

Session	Learning Outcomes
Session 01: A, B Page: 42	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Start the session with a song (Alphabet song).
  - Review the alphabet playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss 'Open your book at page 42'. Tell them to think individually about the objects in the picture given at **Activity-A**.
  - Encourage Ss to say the name of the objects either in Bangla or English.
  - Tell Ss 'Today we will learn about moon, mango, net, nest, and know how to pronounce them in English'.
  - Now show/draw a picture of 'moon' on the board. Ask Ss 'What's this?' Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
  - Show the picture(s) of **Activity-B**. Tell them 'Listen to me, and repeat after me'. Teacher will put a finger on the word (moon) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
  - Now, put the finger on the initial letter 'm' of the word 'moon'. Say the sound of the letter 'm' aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter 'M'. [If audio is available, play the sound of the letter.]
  - Indicating the letters 'm', 'M'. Ask Ss 'Do they have the same or different sound?'. Now, tell them the sounds are the same for the small 'm' and capital 'M'.

- Follow the same steps for introducing the letter ‘m, M’ with the words ‘mango, Mango’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘m, M’ is /em/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘m/M’, tell Ss that we will know the sound of another letter ‘n/N’.
- Now show/draw a picture of ‘net’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (net) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘n’ of the word ‘net’. Say the sound of the letter ‘n’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘N’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘n, N’ with the words ‘nest, Nest’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘n, N’ is /en/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (m M, n N) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (moon, mango, net, nest), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (m, M, n, N). Tell them to practice in turns. Monitor pairwork and support them if necessary.
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (m, M, n, N). Tell them to practice in turns. Monitor pairwork and provide support to them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher first shows the pictures (cat, cow, dog, duck), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 48

Domain	Indicators for the letters (m M, n N)
Knowledge	1. S says the words of familiar objects. 2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter. 4. S pronounces the letter correctly.
Attitude and Values	5. S shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Say, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 14: m M n N

Session	Learning Outcomes
Session 02: C, E Page: 43	3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Start the session with a song (Alphabet song).
  - Review the previous lesson playing language games. [Provide support to them if necessary.]
- 3. Presentation of the session:** Show/draw a picture of 'mat' on the board and write the word 'mat' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]
  - Then, put a finger on the initial letter 'm' of the word 'mat'; say the sound of the letter 'm'. Tell Ss 'Listen and repeat after me'. [If audio is available, play the sound of the letter 'm']
  - Follow the same steps for introducing the capital letter 'M' with the word 'Mat'.
  - Again, follow the same process for introducing the small letter 'n' with the word

‘nose’, capital letter ‘N’ with the word ‘Nose’.

- Activity-C: Now, tell Ss ‘Open your book at page 43’. Then, tell them, ‘Look at the letters’.
- Show the letter cards of ‘m, M, n, N’, and ask Ss to say the letter names. Do it 2/3 times. [Provide support to them if necessary.]

**4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (moon, mango, mat, net, nest, nose), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (m, M, n, N) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (m, M, n, N). Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the sound of the letter (m, M, n, N), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of m, M, n, N), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (m, M, n, N), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and provide support to them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the Activity-E (page-43). Ask them to read and match the small letters with the capital letters. Allow them to do it on their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 49

Domain	Indicators for the letters (m M, n N)
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 14: M m N n

Session	Learning Outcomes
Session 03: D Page: 43	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (m, M, n, N) moving our hands.
  - Elicit student's ideas about writing the letters as they have seen the letters (m, M, n, N) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
  - Now, face towards the board. Trace the small letter 'm' slowly in the air with a finger. Follow the direction (down-round down-round down) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /em/.

- Tell Ss to trace in the air 2/3 times after the teacher.
- Now, draw lines on the board (like Activity-D), and write the letter ‘m’ using dotted lines. Say the direction aloud ‘down-round down-round down’ while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing ‘m’ in the textbook Activity-D, Page-43.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters ‘M’, ‘n’, ‘N’. Monitor the class, and support Ss if necessary.

[For writing the capital letter ‘M’, the direction (down-down-up-down); For writing the small letter ‘n’, the direction (down-round down); For the capital letter ‘N’, the direction (down-down-up). And the name of the letter N is / en /]

#### **4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (m, M, n, N), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

#### **5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (m, n) individually in their exercise book. Then, ask them to write capital letters (M, N) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 50

Domain	Indicators for the letters (m M, n N)
Knowledge	1. Know the form of non-cursive small letters. 2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly. 4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Feel confident in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'm, M, n, N' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible. Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 14: M m N n

Session	Learning Outcomes
Session 04: F, G Page: 44	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.
<b>2. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.] <ul style="list-style-type: none"> <li>Tell, today we are going to make fun letters 'm, M, n, N' with paper, leaves, ropes etc.</li> </ul>
<b>3. Presentation of the session:</b> Before making fun letters, tell Ss we are going to review the Activity-D. <ul style="list-style-type: none"> <li>Write the letters (m, M, n, N) on the board, and say the direction aloud when you are writing.</li> <li>Then, invite few Ss in front of the class to write the letters on the board.</li> </ul>

**4. Practice activities:** Tell Ss to open their book, and look at the Activity-F, Page-44.

- Show Ss one example to do the Activity-F.
  - Ask Ss to write the missing letters(small/) to make a word. [Monitor and provide support if necessary.]
  - After finishing the Activity, now tell, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]
  - Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]
  - After making the fun letter, Tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student’s learning when students are writing in the boxes, and observe students’ engagement when making fun letters.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

**Assessment Indicators - 51**

Domain	Indicators for the letters (m M, n N)
Knowledge	1. Write non-cursive small letters using dotted lines. 2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly. 4. Write non-cursive capital letters legibly. 5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters. 7. Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.**7. Summary of the session:** Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]**8. Concluding the session:** Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

## Lesson 15: Numbers 9-10

Session	Learning Outcomes
Session 01: A, B Page: 45	4.1.4 read aloud cardinal numbers in figures properly

**Teaching aids:** Picture of activity A, B/ number card.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Do the same as the session 1 of Lesson 4: Numbers:1,2</p> <p><b>2. Review of the previous session:</b> Show the number cards of 1 to 8 or write randomly any number from 1 to 8 on the board. Ask S1 randomly, “What is it?” Possible answer should be 1, 2, 3, 4, 5, 6, 7 or 8.</p> <p><b>3. Presentation of the session:</b> Follow the session 1 of Lesson 4: Numbers:1,2,</p> <ul style="list-style-type: none"> <li>Replace the number of 1 and 2 with 9 and 10.</li> </ul> <p><b>4. Practice activities:</b> Divide ss into groups. Now practise in a group. In group, one student shows the 1st picture of the <b>Activity B(page-45)</b> and then asks, “How many pigeons/hens are there in the picture?” Support other students to reply altogether, “9 pigeons/10 hens.” [Monitor group work.] Drill the activity in group 2/3 times.</p> <p><b>5. Assessing learning:</b> Tell one student randomly [Reading the number (9, 10) loudly], “Listen to the sound of numbers and then point that numbers.” Check student’s learning using the following assessment indicators.</p>
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#### Assessment Indicators - 52

Domain	Indicators
Knowledge	1. S says the cardinal numbers in figures (9, 10). 2. S recognizes the sounds of the number (9, 10).
Skill	3. S counts and says the number (9, 10).
Attitude and Values	4. S enjoys reading the number (9, 10) loudly with the proper pronunciation.

**6. Feedback:** Support the students who can’t read and count the number properly.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “Goodbye all. See you in the next class.”

## Lesson 15: Numbers: 9, 10

Session	Learning Outcomes
Session 02: C, D Page: 46	7.2.3 write cardinal numbers in figures neatly and legibly

**Teaching aids:** Picture of activity A, B/ number card.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Do the same as the session 1 of Lesson 4: Numbers:1,2
<b>2. Review of the previous session:</b> Show the number card of 1-10 or write the number from 1 to 10 on the board. Ask S1 randomly, “What is it?” Possible answer should be 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.
<b>3. Presentation of the session:</b> Follow the same process as the session 1 of Lesson 4: Numbers:1,2, <ul style="list-style-type: none"> <li>• Replace the number of 1 and 2 with 9 and 10 (page-46).</li> </ul>
<b>4. Practice activities:</b> Now, ask ss “Write the number 9 and 10 in the blank boxes of textbook.” [Ensure everyone is writing.] <ul style="list-style-type: none"> <li>• Tell ss “Look at the pictures of <b>Activity D</b>(page-46) carefully.” [Monitor them to look at.]</li> <li>• Pointing at the different objects of <b>Activity D</b>, ask ss, “How many bat/eggs/pigeons/houses/hens/apples/cats/balls/insects/jugs are there in each picture of <b>Activity D</b>?” To answer correctly, tell Ss “Count” [Support them to count properly.]</li> <li>• Now tell them “Count the pictures and write the number individually in the blank box against it/them.”</li> </ul>
<b>5. Assessing learning:</b> Ask Ss “Raise your hand if you can write 9 or 10.” <ul style="list-style-type: none"> <li>• Then, invite randomly one/two students in front of the class. Ask them to write the numbers from 1 to 10 on the board.</li> </ul> Check student’s learning using the following assessment indicators.

#### Assessment indicators - 53

Domain	Indicators
Knowledge	1. S traces the cardinal number (1, 2, 3, 4, 5, 6, 7, 8, 9, and 10) neatly and legibly.
Skill	2. S writes the cardinal number (1, 2, 3, 4, 5, 6, 7, 8, 9, and 10) neatly and legibly.
Attitude and Values	3. S feels confident to write the number (1, 2, 3, 4, 5, 6, 7, 8, 9, and 10) appropriately.

- |   |
|---|
| <b>6. Feedback:</b> Support the students who can't write the numbers.                               |
| <b>7. Summary of the session:</b> Ask Ss randomly, "What have we learnt today?" Help ss to respond. |
| <b>8. Concluding the session:</b> Say "See you in the next class. Bye."                             |

## Lesson 15: Numbers: 9, 10

Session	Learning Outcomes
Session 03: E, F Page: 47	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of the activity E, F/audio/video clip.

Session Procedures	Session Duration: 50 minutes
Teaching Learning Activity	
<b>1. Introduction:</b> Exchange the greetings with a smiling face.	
<b>2. Review of the previous session:</b> Show the number card of 1-10 or write the number from 1 to 10 on the board. Ask S1 randomly, "What is it?" Possible answers should be 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.	
<b>3. Presentation of the session:</b> Show the pictures from Activity E at page 47. <ul style="list-style-type: none"> <li>Ask ss "What can you see in the picture? How many fish/pond/trees etc is/are there in the picture?</li> <li>Next say "Today we are going to recite a rhyme "One two three four five."</li> <li>Say, "Listen to the rhyme and observe carefully how I recite." [Recite the rhyme with gesture. Play the audio/video clip of the rhyme if available.]</li> <li>Tell them, "Follow and repeat". [Recite the rhyme with gesture again.] Let them do it twice at least in chorus with gesture.</li> </ul>	
<b>4. Practice activities:</b> Invite S1 in front of the class. Tell S1, "Recite and act out the rhyme with me." Tell other ss "Follow the activity." <ul style="list-style-type: none"> <li>Following the <b>Activity F</b>, say S1, "Repeat after me."</li> <li>[With action] Say, "One two three four five" Encourage S1 to reply, "One two three four five" Say, "Once I caught a fish alive." Encourage S1 to reply, "Once I caught a fish alive." Provide support for S1 to recite the whole rhyme with action following the same way.</li> <li>Divide ss into pairs. Invite P1 in front of the class. Say P1, "Recite the rhyme with action in pair." [Support P1 to recite with gesture.]</li> <li>Now let them recite the rhyme in pairs. [Monitor and support their pairwork.]</li> <li>Divide ss into groups and tell them "Practise the rhyme in groups with gesture."</li> </ul>	

- Tell them, “Practise in a group with gesture one by one.”
- Tell the class to practice individually when the teacher says ‘start’.

**5. Assessing learning:** Invite students one by one and say “Recite the rhyme with action.”

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 54**

Domain	Indicator
Knowledge	1. S recalls the number.
Skill	2. S sings the song recalling the number.
Attitude and Values	3. S enjoys singing the song with action.

**6. Feedback:** Support the students who can’t recite the rhyme.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Lesson 16: o O p P

Session	Learning Outcomes
Session 01: A, B Page: 48	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

### Session Duration: 50 minutes

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.
<b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song). <ul style="list-style-type: none"> <li>• Review the alphabet playing a language game. [Provide support to them if necessary.]</li> </ul>
<b>3. Presentation of the session:</b> Tell Ss ‘Open your book at page 48’. Tell them to think individually about the objects in the picture given at <b>Activity-A</b> . <ul style="list-style-type: none"> <li>• Encourage Ss to say the name of the objects either in Bangla or English.</li> <li>• Tell Ss ‘Today we will learn about ox, oil, pen, pot, and know how to pronounce them in English’.</li> </ul>

- Now show/draw a picture of ‘ox’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Show the picture(s) of **Activity-B**. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (ox) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
- Now, put the finger on the initial letter ‘o’ of the word ‘ox’. Say the sound of the letter ‘o’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘O’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘o’, ‘O’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them that the sounds are the same for small ‘o’ and capital ‘O’.
- Follow the same steps for introducing the letter ‘o, O’ with the words ‘oil, Oil’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘o, O’ is /əʊ/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘o/O’; tell Ss, we will know the sound of another letter ‘p/P’.
- Now show/draw a picture of ‘pen’ on the board. Ask Ss ‘What’s this?’

Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.

- Now, put the finger on the initial letter ‘p’ of the word ‘pen’. Say the sound of the letter ‘p’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘P’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘p, P’ with the words ‘pot, Pot’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘p, P’ is /pi:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (o O, p P) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (ox, oil, pen, pot), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (o, O, p, P). Tell them to practice in turns. Monitor pairwork and support them if necessary.
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (o, O, p, P). Tell them to practice in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the general guidelines for assessing learning given at the beginning of the book.]

- Teacher first shows the pictures (ox, oil, pen, pot), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 55

Domain	Indicators for the letters (o O, p P)
Knowledge	1. S says the words of familiar objects.
	2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter.
	4. S pronounces the letter correctly.
Attitude and Values	5. S shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 16: o O p P

Session	Learning Outcomes
Session 02: C, E Page: 49	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Start the session with a song (Alphabet song).

- Review the previous lesson playing language games. [Provide support to them if necessary.]

**3. Presentation of the session:** Show/draw a picture of ‘orange’ on the board and write the word ‘orange’ under the picture. Ask Ss ‘What’s this?’ Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.

- Then, put a finger on the initial letter ‘o’ of the word ‘orange’; say the sound of the letter ‘o’. Tell Ss ‘Listen and repeat after me’. [If audio is available, play the sound of the letter ‘o’]
- Follow the same steps for introducing the capital letter ‘O’ with the word ‘Orange’.
- Again, follow the same process for introducing the small letter ‘p’ with the word ‘plate’, the capital letter ‘P’ with the word ‘Plate’.
- Do the same for introducing the initial letter ‘P’ with the word ‘Plate’.
- **Activity-C:** Now, tell Ss ‘Open your book at page 49’. Then Tell them, ‘Look at the letters of Activity-C’.
- Show the letter cards of ‘o, O, p, P’, and ask Ss to repeat the letter names. Do it 2/3 times. [Provide support to them if necessary.]

**4. Practice activities:** [Provide letter cards/wooden letters/plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (ox, oil, orange, pen, pot, plate), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (o, O, p, P) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (o, O, p, P). Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the sound of the letter (o, O, p, P), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns.
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of o, O, p, P), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (o, O, p, P), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.

- Now, tell Ss to look at the Activity-E. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 56

Domain	Indicators for the letters (o O, p P)
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 16: o O p P

Session	Learning Outcomes
Session 03: D Page: 49	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- Introduction:** Exchange greetings with a smiling face.
- Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (o, O, p, P) moving our hands.

- Elicit student's ideas about writing the letters as they have seen the letters (o, O, p, P) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
- Now, face towards the board. Trace the small letter 'o' slowly in the air with a finger. Follow the direction (round) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /əʊ/.
- Tell Ss to trace in the air 2/3 times after the teacher.
- Now, draw lines on the board (like Activity-D), and write the letter 'o' using dotted lines. Say the direction aloud 'round' while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing 'o' in the textbook Activity-D, Page-49.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters 'O', 'p', 'P'. Monitor the class, and support Ss if necessary.

[For writing the capital letter 'O', the direction (round).

For writing the small letter 'p', the direction (down-up-round); For the capital letter 'P', the direction (down-round). And the name of the letter P is / pi: /]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (o, O, p, P), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, gender sensitivity should be kept in mind. For example- Ss draw a letter with their finger on their partner's back. The partner student has to guess the letter. Show Ss how to play the game.]

- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (o, p) individually in their exercise book. Then, ask them to write capital letters (O, P) in their exercise book. [Provide worksheet if possible.]

### Assessment Indicators - 57

Domain	Indicators for the letters (o O, p P)
Knowledge	1. Know the form of non-cursive small letters. 2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly. 4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Feel confident in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'o, O, p, P' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible.

Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 16: o O p P

Session	Learning Outcomes
Session 04: F, G Page: 50	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.
<b>2. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.] <ul style="list-style-type: none"> <li>Tell, today we are going to make fun letters 'o, O, p, P' with paper, leaves, ropes etc.</li> </ul>
<b>3. Presentation of the session:</b> Before making fun letters, tell Ss we are going to review the Activity-D. <ul style="list-style-type: none"> <li>Write the letters (o, O, p, P) on the board, and say the direction aloud when you are writing.</li> <li>Then, invite few Ss in front of the class to write the letters on the board.</li> </ul>

**4. Practice activities:** Tell Ss to open their book, and look at the Activity-F, Page-50.

- Show Ss one example to do the Activity-F.
- Ask Ss to write the missing letters(small/capital) of each word in the box. [Monitor and provide support if necessary.]
- After finishing the activity, tell Ss, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]
- Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]
- After making the fun letter, Tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student’s learning when students are writing in the boxes, and observe students’ engagement when making fun letters.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

**Assessment Indicators - 58**

Domain	Indicators for the letters (o O, p P)
Knowledge	1. Write non-cursive small letters using dotted lines.
	2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly.
	4. Write non-cursive capital letters legibly.
	5. Student makes fun letters with the available materials.
Attitude and Values	6. Student actively involves in making fun letters.
	7. Student enjoys displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today’s lesson. Ask Ss randomly, ‘What have we learnt today?’ [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

## Lesson 17: q Q r R

Session	Learning Outcomes
Session 01: A, B Page: 51	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

<b>Teaching Aids:</b> Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)
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### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p>
<p><b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the alphabet playing a language game. [Provide support to them if necessary.]</li> </ul>
<p><b>3. Presentation of the session:</b> Tell Ss ‘Open your book at page 49’. Tell them to think individually about the objects in the picture given at <b>Activity-A</b>.</p> <ul style="list-style-type: none"> <li>Encourage Ss to say the name of the objects either in Bangla or English.</li> </ul>
<ul style="list-style-type: none"> <li>Tell Ss ‘Today we will learn about Quilt, Queen, Ruler, Rat, and know how to pronounce them in English’.</li> <li>Now show/draw a picture of ‘quilt’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.</li> <li>Show the picture(s) of <b>Activity-B</b>. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (quilt) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]</li> <li>Now, put the finger on the initial letter ‘q’ of the word ‘quilt’. Say the sound of the letter ‘q’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘Q’. [If audio is available, play the sound of the letter.]</li> <li>Indicating the letters ‘q’, ‘Q’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them the sounds are the same for the small ‘q’ and capital ‘Q’.</li> <li>Follow the same steps for introducing the letter ‘q, Q’ with the words ‘queen, Queen’. [Provide support to them if necessary.]</li> <li>Tell the Ss that we will know that letter’s name now. The letter name of ‘q, Q’ is /kju:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.</li> <li>After learning the letter ‘q/Q’, tell Ss that we will know the sound of another letter ‘r/R’.</li> </ul>

- Now show/draw a picture of ‘ruler’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (ruler) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘r’ of the word ‘ruler’. Say the sound of the letter ‘r’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for capital letter ‘R’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘r, R’ with the words ‘rat, Rat’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘r, R’ is /ɑ:/ . Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (q Q, r R) again. [Provide support to them if necessary.]

**4. Practice activities: Pairwork:** Divide Ss into pairs. One student will point at the pictures in their book (quilt, queen, ruler, rat), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (q, Q, r, R). Tell them to practice in turns. Monitor pairwork and support them if necessary.
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (q, Q, r, R). Tell them to practice in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the general guidelines for assessing learning given at the beginning of the book.]

- Teacher first shows the pictures (quilt, queen, ruler, rat), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/ letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 59

Domain	Indicators for the letters (q Q, r R)
Knowledge	1. S says the words of familiar objects. 2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter. 4. S pronounces the letter correctly.
Attitude and Values	5. Shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 17: q Q r R

Session	Learning Outcomes
Session 02: C, E Page: 52	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Start the session with a song (Alphabet song).
  - Review the previous lesson playing language games. [Provide support to them if necessary.]
- 3. Presentation of the session:** Show/draw a picture of a bird 'quail' on the board and write the word 'quail' under the picture. Ask Ss 'What's this?' Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.
  - Then, put a finger on the initial letter 'q' of the word 'quail'; say the sound of the letter 'q'. Tell Ss 'Listen and repeat after me'. [If audio is available, play the sound of the letter 'q']

- Follow the same steps for introducing the capital letter ‘Q’ with the word ‘Quail’.
- Again, follow the same process for introducing the small letter ‘r’ with the word ‘rain’, the capital letter ‘R’ with the word ‘Rain’. [Provide support to them if necessary.]
- **Activity-C:** Now, tell Ss ‘Open your book at page 52’. Then Tell them, ‘Look at the letters’.
- Show the letter cards of ‘q, Q, r, R’, and ask Ss to repeat the letter names. Do it 2/3 times. [Provide support to them if necessary.]

**4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]

- Divide Ss into pairs. One student shows the pictures (quilt, queen, quail, ruler, rat, rain), and the other says the word. [Provide support to them if necessary.]
- Now, arrange another pairwork. One student shows the letters (q, Q, r, R) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (q, Q, r, R). Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the sound of the letter (q, Q, r, R), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of q, Q, r, R), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (q, Q, r, R), and the other student chooses/picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the **Activity-E**. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 60

Domain	Indicators for the letters (q Q, r R)
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 17: q Q r R

Session	Learning Outcomes
Session 03: D	7.2.1 write non-cursive capital letters neatly and legibly
Page: 52	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; letter cards; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (q, Q, r, R) moving our hands.
  - Elicit student's ideas about writing the letters as they have seen the letters (q, Q, r, R) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
  - Now, face towards the board. Trace the small letter 'q' slowly in the air with a finger. Follow the direction (round-down) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /kju:/.

- Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter ‘q’ using dotted lines. Say the direction aloud ‘round-down’ while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing ‘q’ in the textbook Activity-D, Page-52.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters ‘Q’, ‘r’, ‘R’. Monitor the class, and support Ss if necessary.

[For writing the capital letter ‘Q’, the direction (round-down right);

For writing the small letter ‘r’, the direction (down – up-round); For the capital letter ‘R’, the direction (down-round- down right). And the name of the letter R is / a:/]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (q, Q, r, R), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, and gender sensitivity should be kept in mind. For example

- Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (q, r) individually in their exercise book. Then, ask to write capital letters (Q, R) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### Assessment Indicators - 61

Domain	Indicators for the letters (q Q, r R)
Knowledge	1. Know the form of non-cursive small letters.
	2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly.
	4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Feel confident in writing small and capital letters

<b>6. Feedback:</b> Support the students who cannot write the letters. Reassess and make sure they are learning.
<b>7. Summary of the session:</b> Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
<b>8. Concluding the session:</b> Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'q, Q, r, R' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible. Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 17: q Q r R

Session	Learning Outcomes
Session 04: F, G Page: 53	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session with a song (Alphabet song), or playing a language game. [Provide support to them if necessary.]
  - Tell, today we are going to make fun letters 'q, Q, r, R' with paper, leaves, ropes etc.
- 3. Presentation of the session:** Before making fun letters, tell Ss we are going to review the Activity-D.
  - Write the letters (q, Q, r, R) on the board, and say the direction aloud when you are writing.
  - Then, invite few Ss in front of the class to write the letters on the board.
- 4. Practice activities:** Tell Ss to open their book, and look at the Activity-F, Page-53.
  - Show Ss one example to do the Activity-F.
  - Ask Ss to write the missing letters(small/capital) of each word in the box. [Monitor and provide support if necessary.]
  - After finishing the activity, tell Ss, 'We will make fun letters'. Tell Ss to prepare their materials. [Provide materials if possible.]
  - Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]

- After making the fun letter, Tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student's learning when students are writing the missing letters in the boxes, and observe students' engagement when making fun letters.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 62

Domain	Indicators for the letters (q Q, r R)
Knowledge	1. Write non-cursive small letters using dotted lines. 2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly. 4. Write non-cursive capital letters legibly. 5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters. 7. Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Review Lesson 17: m-r M-R

Session	Learning Outcomes
Session 05:	1.1.1 recognize the sounds of the alphabet in familiar words 3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly 7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Pictures; letter cards; plastic/ wooden letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review prior knowledge:** Start the session with a song (Alphabet song) or play a language game.
- 3. Presentation of the session:** Show the pictures/ images related to the letters (M-R). Ask Ss ‘What’s this?’ Encourage them to say the word of that picture.
  - Then, put the finger on the initial letters (small/ capital) of each word; say the sound of the letters. Tell Ss ‘Listen and repeat after me’.
  - Again, indicate the initial letters (small/capital), and ask Ss to say the sound of the letters.
  - After reviewing the sound of the letter ‘M-R’, tell Ss that we will say the letter’s name (M-R) now. Take help from audio if necessary.
  - Praise Ss at the end of this Activity.
- 4. Practice activities:** Divide Ss into pairs (mixing slow learner and advanced learner). One student shows letter cards or wooden/plastic letters, the other student says the name of the letters. Tell them to practice in turns. Monitor pairwork and support them if necessary.
  - Again, one student says the letter name (M-R), and the other student chooses/ picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.

[Play a game, if possible, and gender sensitivity should be kept in mind. For example- Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter, and say the letter name aloud. Show Ss how to play the game.]

  - Then, again divide Ss into pairs (mixing slow learner and advanced learner), and Tell them ‘Practise in pairs’. One student says the letter name(M-R), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Support Ss individually who did not achieve the learning outcomes in the previous classes. Go back to the assessment checklists of the previous sessions to identify Ss who cannot read and write the Alphabet. Make sure every student can say, read and write the letters (M-R) properly.]
- 5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]
  - Check student’s learning when students are reading and writing the letters (M-R) in pairs.

- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 63

Domain	Indicators for the letters (m—r, M—R)
Knowledge	1. Say the letter sound properly. 2. Say the letter name.
Skill	3. Read the letter aloud properly. 4. Write non-cursive small letters legibly. 5. Write non-cursive capital letters legibly.
Attitude and Values	6. Feel confident in writing the letters neatly and legibly.

**6. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**7. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 18: s S t T

Session	Learning Outcomes
Session 01: A, B Page: 54	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review prior knowledge:** Start the session with a song (Alphabet song).
  - Review the alphabet playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss 'Open your book at page 54'. Tell them to think individually about the objects in the picture given at **Activity-A**.
  - Encourage Ss to say the name of the objects either in Bangla or English.
  - Tell Ss 'Today we will learn about Sun, Sky, Tomato, Tap, and know how to pronounce them in English'.

- Now show/draw a picture of ‘sun’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Show the picture(s) of **Activity-B**. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (sun) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
- Now, put your finger on the initial letter ‘s’ of the word ‘sun’. Say the sound of the letter ‘s’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘S’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘s’, ‘S’. Ask Ss ‘Do they have the same or different sound?’. Now, tell them the sounds are the same for small ‘s’ and capital ‘S’.
- Follow the same steps for introducing letter ‘s, S’ with the words ‘sky, Sky’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘s, S’ is /es/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘s/S’, tell Ss that we will know the sound of another letter ‘t/T’.
- Now show/draw a picture of ‘tomato’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then tell Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (tomato) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put your finger on the initial letter ‘t’ of the word ‘tomato’. Say the sound of the letter ‘t’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘T’. [If audio is available, play the sound of the letter.]
- Follow the same steps for introducing the letter ‘t, T’ with the words ‘tap, Tap’. [Provide support to them if necessary.]
- Tell Ss that we will know the letter’s name now. The letter name of ‘t, T’ is /ti:. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters (s, S, t, T) again. [Provide support them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (sun, sky, tomato, tap), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (s, S, t, T). Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (s, S, t, T). Tell them to practice in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher first shows the pictures (cat, cow, dog, duck), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick up the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 64

Domain	Indicators for the letters (s, S, t T)
Knowledge	1. S says the words of familiar objects.
	2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter.
	4. S pronounces the letter correctly.
Attitude and Values	5. S shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 18: s S t T

Session	Learning Outcomes
Session 02: C, E Page: 55	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

Teaching Learning Activity
<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review of the previous session:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the previous lesson playing language games. [Provide support to them if necessary.]</li> </ul> <p><b>3. Presentation of the session:</b> Show/draw a picture of ‘spider’ on the board and write the word ‘spider’ under the picture. Ask Ss ‘What’s this?’ Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.</p> <ul style="list-style-type: none"> <li>Then, put a finger on the initial letter ‘s’ of the word ‘spider’; say the sound of the letter ‘s’. Tell Ss ‘Listen and repeat after me’. [If audio is available, play the sound of the letter ‘s’]</li> <li>Follow the same steps for introducing the capital letter ‘S’ with the word ‘Spider’.</li> <li>Again, follow the same process for introducing the small letter ‘t’ with the word ‘table’, the capital letter ‘T’ with the word ‘Table’.</li> <li>Activity-C: Now, tell Ss ‘Open your book at page 55’. Then tell them, ‘Look at the letters of Activity-C’.</li> <li>Show the letter cards of ‘s, S, t, T’, and ask Ss to say the letter names. Do it 2/3 times. [Provide support to them if necessary.]</li> </ul> <p><b>4. Practice activities:</b> [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]</p> <ul style="list-style-type: none"> <li>Divide Ss into pairs. One student shows the pictures (sun, sky, spider, tomato, tap, table), and the other says the word. [Provide support to them if necessary.]</li> <li>Now, arrange another pairwork. One student shows the letters (s, S, t, T) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (s, S, t, T). Tell them to do it in turns. Monitor pairwork and support them if necessary.</li> <li>Again, one student says the sound of the letter (s, S, t, T), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns.</li> <li>Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of s, S, t, T), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.</li> <li>Again, one student says the letter name of (s, S, t, T), and the other student chooses/picks up/ shows the related letter card/ wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.</li> </ul> <p><b>5. Assessing learning:</b> [Follow the assessing learning guidelines given at the beginning of the book.]</p> <ul style="list-style-type: none"> <li>Teacher draws pictures with the words on the board/ sticks the word cards on the board, asks S individually to say the initial sound of the letter.</li> <li>Then, the teacher shows the letter cards and asks S individually to say the letter</li> </ul>

name.

- Now, tell Ss to look at the Activity-E. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 65

Domain	Indicators for the letters (s, S, t T)
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 18: s S t T

Session	Learning Outcomes
Session 03: D Page: 55	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; model of apple and ball; letter cards; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (s, S, t, T) moving our hands.

- Elicit student's ideas about writing the letters as they have seen the letters (s, S, t, T) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
- Now, face towards the board. Trace the small letter 's' slowly in the air with a finger. Follow the direction (round-round) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /es/.
- Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter 's' using dotted lines. Say the direction aloud 'round-round' while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing 's' in the textbook Activity-D, Page-55.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters 'S', 't', 'T'. Monitor the class, and support Ss if necessary.

[For writing the capital letter 'S', the direction (round-round); For writing the small letter 't', the direction (down-across); For the capital letter 'T', the direction (down-across). And the name of the letter T is / ti:/]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (s, S, t, T), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, and gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner's back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (s, t) individually in their exercise book. Then, ask to write capital letters (S, T) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.

- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 66

Domain	Indicators for the letters (s, S, t T)
Knowledge	1. Know the form of non-cursive small letters.
	2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly.
	4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Show interest in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 's, S, t, T' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible.

Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 18: s S t T

Session	Learning Outcomes
Session 04: F, G Page: 56	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p>
<p><b>2. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]</p> <ul style="list-style-type: none"> <li>Tell, today we will play a game and make fun letters with the letters 's, S, t, T'.</li> </ul>

**3. Presentation of the session:** Before playing the game, tell Ss we are going to review the Activity-D.

- Write the letters (s, S, t, T) on the board, and say the direction aloud when you are writing.
- Then, invite a student in front of the class. Ask him to close his eyes and pick up one wooden/plastic letter. Then, the student will write the letter on the board.
- Ask students to play this game in pairs, and write the letters in their book (Activity-F, page-56)

**4. Practice activities:** Tell Ss, ‘We will play a game with letters’. Tell Ss to make a pair. [Provide materials if possible.]

- Ask Ss to play the game with their partner. Show them how to play the game.
- One student will close her/his eyes, and touch the wooden/plastic letters. Then say the letter aloud, and write it on the book (Activity-F, Page-56). Change the partner role. Do it in turns.
- Now tell, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]
- Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]
- After making the fun letter, Tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
- Tell Ss to move around the classroom, and look at the letters.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book]

- Check student’s learning when students are writing in the boxes, and observe students’ engagement when making fun letters.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 67**

Domain	Indicators for the letters (s, S, t T)
Knowledge	1. Write non-cursive small letters using dotted lines.
	2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly.
	4. Write non-cursive capital letters legibly.
	5. Student make fun letters with the available materials.
Attitude and Values	6. Student actively involved in making fun letters.
	7. Student enjoyed displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

- 7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 19: u U v V w W

Session	Learning Outcomes
Session 01: A, B Page: 57	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review prior knowledge:** Start the session with a song (Alphabet song).
  - Review the alphabet playing a language game. [Provide support to them if necessary.]
- 3. Presentation of the session:** Tell Ss 'Open your book at page 57'. Tell them to think individually about the objects in the picture given at **Activity-A**.
  - Encourage Ss to say the name of the objects either in Bangla or English.
  - Tell Ss 'Today we will learn about umbrella, van, water, and know how to pronounce them in English'.
  - Now show/draw a picture of 'umbrella' on the board. Ask Ss 'What's this?' Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
  - Show the picture(s) of **Activity-B**. Tell them 'Listen to me, and repeat after me'. Teacher will put a finger on the word (umbrella) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
  - Now, put the finger on the initial letter 'u' of the word 'umbrella'. Say the sound of the letter 'u' aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter 'U'. [If audio is available, play the sound of the letter.]

- Indicating the letters ‘u’, ‘U’. Ask Ss ‘Do they have the same or different sound?’ Now, tell them the sounds are the same for small ‘u’ and capital ‘U’.
- Then, indicate the capital letter ‘U’, and say the letter’s sound aloud. Tell Ss to repeat after you 2/3 times.
- Tell Ss that we know the letter’s name now. The letter name of ‘u, U’ is /ju:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘u/U’, tell Ss that we will know the sound of another letter ‘v/V’.
- Now show/draw a picture of ‘van’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (van) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘v’ of the word ‘van’. Say the sound of the letter ‘v’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘V’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘v’ and ‘V’. Ask Ss ‘Do they have the same or different sounds?’ Now, tell Ss that the sounds are the same for small ‘v’ and capital ‘V’.
- Tell Ss we will know the letter’s name now. The letter name of ‘v, V’ is /vi:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘v/V’; tell Ss, we will know the sound of another letter ‘w/W’.
- Now show/draw an image of ‘water’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (water) associated with the image/picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘w’ of the word ‘water’. Say the sound of the letter ‘w’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘W’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘w’ and ‘W’. Ask Ss ‘Do they have the same or different sounds?’ Now, tell Ss that the sounds are the same for small ‘w’ and capital ‘W’.
- Tell Ss we will know the letter’s name now. The letter name of ‘w, W’ is /'dʌbəl-ju:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.

- Review the letters (u U, v V, w W) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (umbrella, van, water), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (u, U, v, V, w, W). Tell them to practice in turns. Monitor pairwork and support them if necessary.
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (u, U, v, V, w, W). Tell them to practice in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the general guidelines of assessing learning given at the beginning of the book.]

- Teacher first shows the pictures/ images (umbrella, van, water), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/ letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 68

Domain	Indicators for the letters (u U, v V, w W)
Knowledge	1. S says the words of familiar objects.
	2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter.
	4. S pronounces the letter correctly.
Attitude and Values	5. Shows interest in learning the letters.

**6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 19: u U v V w W

Session	Learning Outcomes
Session 02: C, E Page: 57, 58	3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly

<b>Teaching Aids:</b> Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)
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### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review of the previous session:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>Review the previous lesson playing language games. [Provide support to them if necessary.]</li> </ul> <p><b>3. Presentation of the session:</b> Show/draw a picture of a school dress ‘uniform’ on the board and write the word ‘uniform’ under the picture. Ask Ss ‘What’s this?’ Encourage them to say the word of the picture. Tell Ss to repeat the word after you 2/3 times.</p> <ul style="list-style-type: none"> <li>Then, put a finger on the initial letter ‘u’ of the word ‘uniform’; say the sound of the letter ‘u’. Tell Ss ‘Listen and repeat after me’. [If audio is available, play the sound of the letter ‘u’]</li> <li>Follow the same for introducing the capital letter ‘U’ with the word ‘Uniform’. [Provide support to them if necessary.]</li> <li>Again, follow the same process for introducing the small letter ‘v’ with the word ‘vase’, capital letter ‘V’ with the word ‘Vase’; for introducing the small letter ‘w’ with the word ‘wheel’, capital letter ‘W’ with the word ‘Wheel’</li> <li>Activity-C: Now, tell Ss ‘Open your book at page 57’. Then tell them, ‘Look at the letters.’</li> <li>Show the letter cards of ‘u, U, v, V, w, W’, and ask Ss to recall and say the letter names. Do it 2/3 times. [Provide support to them if necessary.]</li> </ul> <p><b>4. Practice activities:</b> [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]</p> <ul style="list-style-type: none"> <li>Divide Ss into pairs. One student shows the pictures (umbrella, uniform, van, vase, water, wheel), and the other says the word. [Provide support to them if necessary.]</li> <li>Now, arrange another pairwork. One student shows the letters (u, U, v, V, w, W) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (u, U, v, V, w, W). Tell them to do it in turns. Monitor pairwork and support them if necessary.</li> </ul>
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- Again, one student says the sound of the letter (u, U, v, V, w, W), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]
- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ wooden/ plastic letters of u, U, v, V, w, W), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (u, U, v, V, w, W), and the other student chooses/picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and provide support to them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board. Ask S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the Activity-E, page-56. Ask them to read and match the small letters with the capital letters. Allow them to do it on their textbook by drawing lines. [Teacher can provide worksheets or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### **Assessment Indicator - 69**

Domain	Indicators for the letters (u U, v V, w W)
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 19: u U v V w W

Session	Learning Outcomes
Session 03: D Page: 58	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (u, U, v, V, w, W) moving our hands.

- Elicit student's ideas about writing the letters as they have seen the letters (u, U, v, V, w, W) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
- Now, face towards the board. Trace the small letter 'u' slowly in the air with finger. Follow the direction (down-round-up) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /ju:/.
- Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter 'u' using dotted lines. Say the direction aloud 'down-round-up' while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing 'u' in the textbook Activity-D, Page-58.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters 'U', 'v', 'V', 'w', 'W'. Monitor the class, and support Ss if necessary.

[For writing the capital letter 'U', the direction (down-round-up);

For writing the small letter 'v', the direction (down right -up right); For capital letter 'V', the direction (down right -up right). And the name of the letter V is /vi:/.

For writing the small letter 'w', the direction (down-up-down-up); For capital letter 'W', the direction (down-up-down-up). And the name of the letter W is /'dʌbəlju:/]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (u, U, v, V, w, W), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, and gender sensitivity should be kept in mind. For example

- Ss draw a letter with their finger on their partner's back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (c, d) individually in their exercise book. Then, ask to write capital letters (C, D) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 70

Domain	Indicators for the letters (u U, v V, w W)
Knowledge	1. Know the form of non-cursive small letters. 2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly. 4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Show interest in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'u, U, v, V, w, W' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible.

Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 19: u U v V w W

Session	Learning Outcomes
Session 04: F, G Page: 59	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review of the previous session:</b> Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]</p> <ul style="list-style-type: none"> <li>• Tell, today we are going to make fun letters ‘u, U, v, V, w, W’ with paper, leaves, ropes etc.</li> </ul> <p><b>3. Presentation of the session:</b> Before making fun letters, tell Ss we are going to review the Activity-D.</p> <ul style="list-style-type: none"> <li>• Write the letters (u, U, v, V, w, W) on the board, say the direction aloud when you are writing.</li> <li>• Then, invite few Ss in front of the class to write the letters on the board.</li> </ul> <p><b>4. Practice activities:</b> Tell Ss to open their book, and look at the Activity-F, Page-59.</p> <ul style="list-style-type: none"> <li>• Show Ss one example to do the Activity-F.</li> <li>• Ask Ss to say the name of the pictures and write the initial letter(small/capital) of each word in the box. [Monitor and provide support if necessary.]</li> <li>• After completing the activity, tell Ss, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]</li> <li>• Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]</li> <li>• After making the fun letter, tell Ss to display those letters in the classroom. [Support Ss to display the letters.]</li> <li>• Tell Ss to move around the classroom, and look at the letters.</li> </ul> <p><b>5. Assessing learning:</b> [Follow the assessing learning guidelines given at the beginning of the book]</p> <ul style="list-style-type: none"> <li>• Check student’s learning when students are writing initial letters in the boxes, and observe students’ engagement when making fun letters.</li> <li>• Praise Ss at the end.</li> </ul> <p>Check student’s learning using the following assessment indicators.</p>
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### Assessment Indicators - 71

Domain	Indicators for the letters (u U, v V, w W)
Knowledge	1. Write non-cursive small letters using dotted lines.
	2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly.
	4. Write non-cursive capital letters legibly.
Attitude and Values	5. S makes fun letters with the available materials.
	6. S actively involves in making fun letters.
	7. S enjoys displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 20: x X y Y z Z

Session	Learning Outcomes
Session 01: A, B Page: 58	1.1.1 recognize the sounds of the alphabet in familiar words
	3.1.1 say proper sounds of the letters in familiar words
	4.1.1 read the pictures of familiar objects and events

**Teaching Aids:** Picture of Activity A, B; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <p><b>2. Review prior knowledge:</b> Start the session with a song (Alphabet song).</p> <ul style="list-style-type: none"> <li>• Review the alphabet playing a language game. [Provide support to them if necessary.]</li> </ul> <p><b>3. Presentation of the session:</b> Tell Ss 'Open your book at page 60'. Tell them to think individually about the objects in the picture given at <b>Activity-A</b>.</p> <ul style="list-style-type: none"> <li>• Encourage Ss to say the name of the objects either in Bangla or English.</li> </ul>
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- Tell Ss ‘Today we will learn about x-ray, yoke, zebra; and know how to pronounce them in English’.
- Now show/draw a picture of ‘x-ray’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. Now, say the word. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]
- Show the picture(s) of **Activity-B**. Tell them ‘Listen to me, and repeat after me’. Teacher will put a finger on the word (x-ray) associated with the picture while saying the word. Ss repeat the word 2/3 times. [Provide support to them if necessary.]
- Now, put the finger on the initial letter ‘x’ of the word ‘x-ray’. Say the sound of the letter ‘x’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘X’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘x, X’. Ask Ss ‘Do they have the same or different sounds?’. Now, tell them the sounds are the same for small ‘x’ and capital ‘X’.
- Then, indicate the capital letter ‘X’, and say the letter’s sound aloud. Tell Ss to repeat after you 2/3 times.
- Tell Ss we know that letter’s name now. The letter name of ‘x, X’ is /eks/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘x/X’, tell Ss that we will know the sound of another letter ‘y/Y’.
- Now show/draw a picture of ‘yoke’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times. [Provide support to them if necessary.]
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (yoke) associated with the picture while saying the word. Ss repeat the word 2/3 times.
- Now, put the finger on the initial letter ‘y’ of the word ‘yoke’. Say the sound of the letter ‘y’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘Y’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘y’ and ‘Y’. Ask Ss ‘Do they have the same or different sounds?’. Now, tell Ss that the sounds are the same for small ‘y’ and capital ‘Y’.
- Tell Ss we will know the letter’s name now. The letter name of ‘y, Y’ is /wpI/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- After learning the letter ‘y/Y’, tell Ss that we will know the sound of another letter ‘z/Z’.
- Now show/draw an image of ‘zebra’ on the board. Ask Ss ‘What’s this?’ Encourage them to say the word of that picture. [Allow Ss to say in Bangla]. Then ask Ss, ‘How do we say that in English?’. Now, say the word. Tell Ss to repeat the word after you 2/3 times.
- Then, tell Ss ‘Listen to me, and repeat after me’. Teacher puts the finger on the word (zebra) associated with the image/picture while saying the word. Ss repeat

the word 2/3 times.

- Now, put the finger on the initial letter ‘z’ of the word ‘zebra’. Say the sound of the letter ‘z’ aloud. Tell Ss to listen and repeat after you 2/3 times. Follow the same process for the capital letter ‘Z’. [If audio is available, play the sound of the letter.]
- Indicating the letters ‘z’ and ‘Z’. Ask Ss ‘Do they have the same or different sounds?’ Now, tell Ss that the sounds are the same for small ‘z’ and capital ‘Z’.
- Tell Ss we will know the letter’s name now. The letter name of ‘z, Z’ is /zed/ or /zi:/. Tell Ss to repeat after you 2/3 times. Take help from audio if necessary.
- Review the letters ( x X, y Y, z Z ) again. [Provide support to them if necessary.]

**4. Practice activities:** Pairwork: Divide Ss into pairs. One student will point at the pictures in their book (x-ray, yoke, zebra), and the other will say the word. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Now, arrange another pairwork. One student shows the letter card/ letter in the textbook, the other student says the sound of letters (x, X, y, Y, z, Z). Tell them to practice in turns. Monitor pairwork and support them if necessary.
- Then, arrange another pairwork changing the partner. One student shows the letter card/ letter in the textbook, the other student says the name of the letters (x, X, y, Y, z, Z). Tell them to practice in turns. Monitor pairwork and support them if necessary.

**5. Assessing learning:** [Follow the general guidelines of assessing learning given at the beginning of the book.]

- Teacher first shows the pictures/ images (x-ray, yoke, zebra), and asks student individually to say the words.
- Again, teacher says/plays the sound of letters, S will show or pick the correct letter card while listening to the audio.
- Then, teacher writes the words/letters on the board, or sticks the word cards/ letters on the board. Ask Ss to say the initial sound of the letter without saying the letter name.
- Parise Ss at the end.

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 72**

Domain	Indicators for the letters ( x X, y Y, z Z )
Knowledge	1. S says the words of familiar objects. 2. S recognizes the sounds of the letter.
Skill	3. S identifies the sounds of the letter. 4. S pronounces the letter correctly.
Attitude and Values	5. S shows interest in learning the letters.

- 6. Feedback:** Support the students who cannot say the words or sounds of the letters. Reassess and make sure they are learning.
- 7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]
- 8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 20: x X y Y z Z

Session	Learning Outcomes
Session 02: C, E Page: 61, 62	3.1.1 say proper sounds of the letters in familiar words
	4.1.2 recognize and read aloud the capital letters properly
	4.1.3 recognize and read aloud the small letters properly

**Teaching Aids:** Picture of Activity C, E; letter cards/ wooden letters/ plastic letters; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Start the session with a song (Alphabet song).
  - Review the previous lesson playing language games. [Provide support to them if necessary.]
- 3. Presentation of the session:** Review the Activity B of the previous class.
  - Then, show the letter cards of 'u, U, v, V, w, W', and Tell Ss to recall and say the letter names. Do it 2/3 times
- 4. Practice activities:** [Provide letter cards/ wooden letters/ plastic letters to Ss to practice the sounds of the letters and learn the names of the letters]
  - Divide Ss into pairs. One student shows the pictures (x-ray, yoke, zebra), and the other says the word. [Provide support to them if necessary.]
  - Now, arrange another pairwork. One student shows the letters (x, X, y, Y, z, Z) associated with word-pictures/ letters given in the textbook, and the other student says the sound of letters (x, X, y, Y, z, Z). Tell them to do it in turns. Monitor pairwork and support them if necessary. (Activity-C, Page-61)
  - Again, one student says the sound of the letter (x, X, y, Y, z, Z), and the other student chooses/picks up/ shows the related letter/word card. Tell them to do it in turns. [Provide support to them if necessary.]

- Then, arrange another pairwork changing the partner. One student shows the letters (letter cards/ Wooden/ plastic letters of u, x, X, y, Y, z, Z), and the other student says the name of the letters. Tell them to do it in turns. Monitor pairwork and support them if necessary.
- Again, one student says the letter name of (x, X, y, Y, z, Z), and the other student chooses/picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support to them if necessary.

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Teacher draws pictures with the words on the board/ sticks the word cards on the board. Ask S individually to say the initial sound of the letter.
- Then, the teacher shows the letter cards and asks S individually to say the letter name.
- Now, tell Ss to look at the Activity-E, page-62. Ask them to read and match the small letters with the capital letters. Allow them to do it in their textbook by drawing lines. [Teacher can provide worksheets, or wooden/ plastic letters for this Activity.]
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### Assessment indicators - 73

Domain	Indicators for the letters ( x X, y Y, z Z )
Knowledge	1. Say proper sounds of the letters in familiar words. 2. Recognize the small letters properly. 3. Recognize the capital letters properly.
Skill	4. Read aloud the small letters properly. 5. Read aloud the capital letters properly. 6. Match the small letters with the capital letters.
Attitude and Values	7. Enjoy reading the letters aloud.

**6. Feedback:** Support the students who cannot say and read the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 20: x X y Y z Z

Session	Learning Outcomes
Session 03: D	7.2.1 write non-cursive capital letters neatly and legibly
Page: 61	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity D; letter cards/ wooden letters/ plastic letters; Worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Review the session by singing a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Tell Ss, today we are going to learn how to write the letters (x, X, y, Y, z, Z) moving our hands.

- Elicit student's ideas about writing the letters as they have seen the letters (x, X, y, Y, z, Z) in the previous classes. Encourage Ss to draw the letters in the air using imagination.
- Now, face towards the board. Trace the small letter 'x' slowly in the air with a finger. Follow the direction (down right – down left) used in the textbook and say the direction aloud while tracing. Then, say the name of the letter /eks/.
- Tell Ss to trace in the air 2/3 times after the teacher. [Provide support to them if necessary.]
- Now, draw lines on the board (like Activity-D), and write the letter 'x' using dotted lines. Say the direction aloud 'down right – down left' while writing the letter. Tell Ss to look at how you hold the pen/chalk, and write the letter.
- Then, tell Ss to open their book, and look at the direction of the letter-writing 'x' in the textbook Activity-D, Page-61.
- Tell Ss to complete tracing the first two dotted letters in their book. Monitor the class, and support Ss if necessary. Praise Ss.
- Follow the same process for writing the letters 'X', 'y', 'Y', 'z', 'Z'. Monitor the class, and support Ss if necessary.

[For writing the capital letter 'X', the direction (down right – down left);

For writing the small letter 'y', the direction (down - down left); For the capital letter 'Y', the direction (down-down-down). And the name of the letter Y is / wɔɪ /.

For writing the small letter 'z', the direction (across-down-across); For the capital letter 'Z', the direction (across-down-across). And the name of the letter Z is /zed/ or /zi:/]

**4. Practice activities:** Now, tell Ss to complete writing the rest of the dotted letters individually in their book.

- Ensure everyone is writing; monitor their writing and support them if necessary.
- Then, divide Ss into pairs. One student says the letter name of (x, X, y, Y, z, Z), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Play a game, if possible, and gender sensitivity should be kept in mind. For example

- Ss draw a letter with their finger on their partner's back. The partner student has to guess the letter. Show Ss how to play the game.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Ask Ss to write the small letters (x, y, z) individually in their exercise book. Then, ask to write capital letters (X, Y, Z) in their exercise book. [Provide worksheet if possible.]
- Now, say the letter names randomly, and ask Ss to write individually in their exercise book.
- Then, invite few Ss in front of the class. Tell them to write the letters on the board. You can invite them randomly to write.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

#### **Assessment Indicators - 74**

Domain	Indicators for the letters ( x X, y Y, z Z )
Knowledge	1. Know the form of non-cursive small letters. 2. Know the form of non-cursive capital letters.
Skill	3. Write non-cursive small letters neatly and legibly. 4. Write non-cursive capital letters neatly and legibly.
Attitude and Values	5. Show interest in writing small and capital letters.

**6. Feedback:** Support the students who cannot write the letters. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Before concluding the session, tell Ss 'Tomorrow we will make fun letters 'x, X, y, Y, z, Z' with paper, leaves, sticks, seeds, ropes etc.' Tell Ss to bring the materials from their home if possible. Now, conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Lesson 20: x X y Y z Z

Session	Learning Outcomes
Session 04: F, G Page: 62	7.2.1 write non-cursive capital letters neatly and legibly
	7.2.2 write non-cursive small letters neatly and legibly

**Teaching Aids:** Picture of Activity F; letters cards; worksheets; audio/video clip (if available)

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
- 2. Review of the previous session:** Review the session with a song (Alphabet song) or playing a language game. [Provide support to them if necessary.]
  - Tell, today we will play a game and make fun letters with the letters ‘x, X, y, Y, z, Z’.
- 3. Presentation of the session:** Before playing the game, tell Ss we are going to review the Activity-D.
  - Write the letters (x, X, y, Y, z, Z) on the board, and say the direction aloud when you are writing.
  - Then, invite a student in front of the class. Ask him to close his eyes and pick up one wooden/plastic letter. Then, the student will write the letter on the board.
  - Ask students to play this game in pairs, and write the letters in their book (Activity-F, page-62) [Provide support to them if necessary.]
- 4. Practice activities:** Tell Ss, ‘We will play a game with letters’. Tell Ss to make a pair. [Provide materials if possible.]
  - Ask Ss to play the game with their partner. Show them how to play the game.
  - One student will close her/his eyes, and touch the wooden/plastic letters. Then say the letter aloud, and write it on her/his khata (Activity-F, Page-62). Change the partner role. Do it in turns. [Provide support to them if necessary.]
  - Then tell, ‘We will make fun letters’. Tell Ss to prepare their materials. [Provide materials if possible.]
  - Allow Ss some time for this Activity, and ask every student to do it individually. [Monitor and provide support if necessary.]
  - After making the fun letter, tell Ss to display those letters in the classroom. [Support Ss to display the letters.]
  - Tell Ss to move around the classroom, and look at the letters.
- 5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Check student's learning when students are writing initial letters in the boxes, and observe students' engagement when making fun letters.
- Praise Ss at the end.

Check student's learning using the following assessment indicators.

### Assessment Indicators - 75

Domain	Indicators for the letters ( x X, y Y, z Z )
Knowledge	1. Write non-cursive small letters using dotted lines.
	2. Write non-cursive capital letters using dotted lines.
Skill	3. Write non-cursive small letters legibly.
	4. Write non-cursive capital letters legibly.
	5. S makes fun letters with the available materials.
Attitude and Values	6. S actively involves in making fun letters.
	7. S enjoys displaying the learnt letters.

**6. Feedback:** Support the students who cannot write the letters in the boxes. Reassess and make sure they are learning.

**7. Summary of the session:** Now, summarize today's lesson. Ask Ss randomly, 'What have we learnt today?' [Say in Bangla if necessary]

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, my dear Ss. See you in the next class.'

## Review Lesson 20: s-z S-Z

Session	Learning Outcomes
Session 05:	1.1.1 recognize the sounds of the alphabet in familiar words 3.1.1 say proper sounds of the letters in familiar words 4.1.2 recognize and read aloud the capital letters properly 4.1.3 recognize and read aloud the small letters properly 7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

<b>Teaching Aids:</b> Pictures; letter cards; plastic/ wooden letters; audio/video clip (if available)
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## Session Procedures

Session Duration: 50 minutes

### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review prior knowledge:** Start the session with a song (Alphabet song) or play a language game. [Provide support to them if necessary.]

**3. Presentation of the session:** Show the pictures/ images related to the letters (S-Z). Ask Ss ‘What’s this?’ Encourage them to say the word of that picture.

- Then, put your finger on the initial letters (small/ capital) of each word; say the sound of the letters. Tell Ss ‘Listen and repeat after me’.
- Again, indicate the initial letters (small/capital), and ask Ss to say the sound of the letters.
- After reviewing the sound of the letter ‘S-Z’, ask Ss to say the letter’s name (S-Z). Take help from audio if necessary.
- Praise Ss at the end of this Activity.

**4. Practice activities:** Divide Ss into pairs (mixing slow learner and advanced learner). One student show letter cards or wooden/plastic letters, and the other student says the name of the letters. Tell them to practice in turns. Monitor pairwork and support them if necessary.

- Again, one student says the letter name (S-Z), and the other student chooses/ picks up/ shows the related letter card, wooden card/ plastic letter card. Tell them to do it in turns. Monitor pairwork and support them if necessary.

[Play a game, if possible, and gender sensitivity should be kept in mind. For example - Ss draw a letter with their finger on their partner’s back. The partner student has to guess the letter, and say the letter name aloud. Show Ss how to play the game.]

- Then, divide Ss into pairs (mixing slow learner and advanced learner). One student says the letter name (S-Z), and the other student writes the letter in their exercise book accordingly. Change their role in turns. [Provide support to them if necessary.]

[Support Ss individually who did not achieve the learning outcomes in the previous classes. Go back to the assessment checklists of the previous sessions to identify Ss who cannot read and write the Alphabet. Make sure every student can say, read and write the letters (S-Z) properly.]

**5. Assessing learning:** [Follow the assessing learning guidelines given at the beginning of the book.]

- Check student’s learning when students are reading and writing the letters (S-Z) in pairs.
- Praise Ss at the end.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 76

Domain	Indicators for the letters ( s—z, S—Z )
Knowledge	1. Say the letter sound properly. 2. Say the letter name.
Skill	3. Read the letter aloud properly. 4. Write non-cursive small letters legibly. 5. Write non-cursive capital letters legibly.
Attitude and values	6. Feel confident in writing the letters neatly and legibly.
<b>6. Summary of the session:</b>	Ask Ss randomly, ‘What have we learnt today?’
<b>7. Concluding the session:</b>	Conclude today’s session saying, ‘Goodbye, my dear Ss. See you in the next class.’

## Lesson 21: Review of a A — z Z

Session	Learning Outcomes
Session 01: A Page: 63	7.2.1 write non-cursive capital letters neatly and legibly 7.2.2 write non-cursive small letters neatly and legibly

**Teaching aids:** Alphabet chart

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Say “Good morning, students” with a smiling face.
<ul style="list-style-type: none"> <li>Ask Ss ‘How are you?’, and encourage them to reply ‘Fine, thank you’.</li> <li>Show an alphabet chart of both capital and small letter together. Tell the students to see the chart.</li> <li>Now point at letters randomly and ask students to say the name of the letters.</li> <li>Now tell Ss that today we are going to write the letters aA-Zz.</li> </ul>
<b>2. Review of the previous session:</b> Ask Ss “What did we learn yesterday?” [Provide support to them if necessary.]
<b>3. Presentation of the session:</b> Invite two or three students in front of the class. Ask them to write capital and small letters (any letters) using dotted lines on the board.
<b>4. Practice activities:</b> Now tell all students to open their books at page 63, Activity A. <ul style="list-style-type: none"> <li>Ask them to write the letters aA-Zz on dotted lines in their books. [Provide support to them if necessary.]</li> </ul>
<b>5. Assessing learning:</b> Assess student’s writing individually. Find out the students who can’t write well. Provide support to them to write the letters properly.

Check student's learning using the following assessment indicators.

### **Assessment Indicators - 77**

Domain	Indicators for the letters (a—z, A—Z)
Knowledge	1. Say the letter sound properly. 2. Say the letter name.
Skill	3. Read the letter aloud properly. 4. Write non-cursive small letters legibly. 5. Write non-cursive capital letters legibly.
Attitude and values	6. Feel confident in writing the letters neatly and legibly.

**6. Concluding the session:** Say “Goodbye, my dear Ss. See you in the next class.”

# Unit 3: Classroom instructions

## Class-wise Attainable Competencies:

- 1.3 Following simple classroom commands and instructions with appropriate gesture
- 2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment

## Lesson 1: Classroom Instructions 1

Session	Learning Outcomes
Session 01: A, B and C Page: 65,66	1.3.1 Respond to simple classroom commands with appropriate gesture

**Teaching aids:** Picture of activity A, B & C audio/video clip/QR Code

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

**2. Review of the previous session:** Ask Ss some relevant questions to get information about what they learnt yesterday.

**3. Presentation of the session:**

**Activity A:** Showing a picture ask the students to think alone then discuss in pair and help them to guess the lesson title.

- Teacher says the sentences given in the teacher's bubble and students' bubble. Students listen and repeat the speech at least twice.
- Teacher says the sentences given in the Teachers' bubble and student listen and respond properly using students' bubble and repeat the activity.

**Activity B:** Teacher says the sentences from teacher's bubble and student's bubble respectively. All students listen and repeat 2/3 times.

- Ask one student to come in front. Teacher says from the teacher's bubble and the student responds using student's bubble. Other students listen to them. (Do the process with two or three students)

**4. Practice activities:**

**Activity A:** Make some small groups. In groups one student says the sentences from teacher's bubble; the other students say the sentence from student's bubble. Then change the role. In this way all the students play the role of the student as well as the teacher also. Practice more than 2 or 3 times.

- Ask students to practice in pair. In pair one student says the sentences from teacher's bubble the other student says the sentence from students' bubble. Then change the role. Practice more than 2 or 3 times.

**Activity B:** Make some small groups. In groups one student says the sentence from teacher's bubble, the other students say the sentence from student's bubble. Then change the role. In this way all the students play the role of the student as well as the teacher also. Practice more than 2 or 3 times.

- Ask students to practice in pair. In pair one student says the sentences from teacher's bubble the other student says the sentence from student's bubble. Then change the role. Practice more than 2 or 3 times.

**5. Assessing learning:** Activity C: Ask the students to listen to the teacher and point at the right picture in their textbook.

- Students point at the right picture and follow the teacher's commands with TPR. Check Ss' learning using the following assessment indicators.

#### Assessment Indicators - 78

Domain	Indicator
Knowledge	1. Students recalls the commands
Skill	2. Students follow the commands appropriately
Attitude & Values	3. Students follow the commands politely with gesture

**6. Feedback:** Monitor and provide necessary help to the students who cannot point at the right picture or follow the commands.

**7. Summary of the session:** Explain the commands of this session using TPR if necessary

**8. Concluding the session:** Conclude the session saying, 'Goodbye, see you in the next class.'

## Lesson 1: Classroom Instructions 1

Session	Learning Outcomes
Session 02: D Page: 66	1.3.1 Respond to simple classroom commands with appropriate gesture

**Teaching aids:** Audio/video clip

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**2. Introduction:** Exchange greetings with a smiling face.

- Command Ss 'Stand up please, Sit down', and encourage them to follow.

**2. Review of the previous session:** Repeat major language items from the previous class and ask the students to follow.

**11. Presentation of the session:** Teacher says the model dialogues from the activity D and the students will listen and repeat.

- Practice the dialogue in the class. Here teacher says his/her dialogue and the student respond to their part.
- Invite 3 students to the front. Tell them to role play and make the dialogues using Activity D

**12. Practice activities:** Make groups of 3 and instruct all groups to do the role play using the model dialogues from activity D (Teacher may use Bangla for instruction).

- Groups perform their role using dialogues from activity D (page-66).
- Teacher monitors and helps Ss if necessary.

**5. Assessing learning:** Teacher observes the groups based on the model dialogues in the Activity D and find out the students who can't take part in role play.

Check Ss' learning using the following assessment indicators.

#### **Assessment Indicators - 79**

Domain	Indicator
Knowledge	1. Students understand the instructions.
Skill	2. Students perform in the role properly.
Attitude and Values	3. Students follow the commands politely.

**6. Feedback:** Teacher monitors and provides necessary help to the students who cannot perform properly.

**7. Summary of the session:** Explain the commands of this session, use Bangla and TPR if necessary.

**8. Concluding the session:** Conclude the session saying, 'Goodbye, see you in the next class.'

## **Lesson 2: Classroom Instructions 2**

Session	Learning Outcomes
Session 01: A and B Page: 67	1.3.1 Respond to simple classroom commands with appropriate gesture
	1.3.2 Respond to simple classroom instructions with appropriate gesture

**Teaching aids:** Picture of activity A, B and Audio/video clip/ QR code

## Session Procedures

Session Duration: 50 minutes

### Teaching Learning Activity

**3. Introduction:** Exchange greetings using Good morning, How are you? Thank you, with a smiling face..

- Start the class with a warm up activity

*Grandpa says, "Stand-up"*

*Grandpa says, "Sit down"*

*Grandpa says, "Raise your right hand"*

*Grandpa says, "Close your eyes"*

*Grandpa says, "-----"*

Students respond to the teacher's command with TPR

**2. Review of the previous session:** Repeat the major language item from the previous class and ask the students to follow.

**4. Presentation of the session: Activity A:** By showing a picture ask the students to think alone and then discuss in pairs to guess the lesson title.

- Teacher says the sentences given in the teacher's bubble and students' bubble.  
Students listen and repeat.
- Teacher says the sentences given in the teacher's bubble. Students listen to and respond properly using students' bubble. Do the activity at least twice.

**Activity B:** Teacher says the sentences from the teacher's bubbles and student's bubble Ss listen and repeat.

- Teacher says the sentences from the Teachers' bubbles. Students listen to and respond properly using student's bubble. Do the activity at least twice.

### 4. Practice activities:

**Activity A:** Make some small groups. In groups one student says the sentences from teacher's bubbles; the other students listen and say the sentence from student's bubble. Then change the role. In this way all the students play the role of the student as well as teacher also. Practice 2 or 3 times.

- Ask students to practice in pairs. In pairs, one student says the sentences from teacher's bubbles the other student says the sentence from student's bubble.  
Then change the role. Practice 2 or 3 times.

**Activity B:** Make some small groups. In groups one student says the sentences from teacher's bubbles; the other students listen and say the sentence from student's bubble. Then change the role. In this way all the students play the role of the student as well as teacher also. Practice 2 or 3 times.

- Ask students to practice in pairs. In pairs, one student says the sentences from teacher's bubbles the other student says the sentence from student's bubble.  
Then change the role. Practice 2 or 3 times.

**5. Assessing learning:** Observe every pair. Find out the students who can't say the sentences.

Check Ss' learning using the following assessment indicators.

### Assessment Indicators - 80

Domain	Indicator
Knowledge	1. Student recalls the commands.
Skill	2. Student says the commands properly.
Attitude & values	3. Student responds to the commands politely.
<b>6. Feedback:</b> Provide necessary help to the students who cannot respond properly.	
<b>7. Summary of the session:</b> Explain how to respond to the commands of this session.	
<b>8. Concluding the session:</b> Conclude the session saying, ‘Goodbye, see you in the next class.’	

## Lesson 2: Classroom commands 2

Session	Learning Outcomes
Session 02: C and D Page: 68-69	1.3.1 Respond to simple classroom commands with appropriate gesture
	1.3.2 Respond to simple classroom instructions with appropriate gesture

**Teaching aids:** Picture of activity C, audio/video clip/QR Code

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face. <ul style="list-style-type: none"> <li>Start the class with a warm up activity  <i>Grandpa says, “Stand-up”</i>  <i>Grandpa says, “Sit down”</i>  <i>Grandpa says, “Raise your right hand”</i>  <i>Grandpa says, “Close your eyes”</i>  <i>Grandpa says, “-----”</i>  <i>Students respond to the teacher’s command with TPR</i> </li> </ul>
<b>2. Review of the previous session:</b> Repeat major language items from the previous class and ask the students to follow.
<b>3. Presentation of the session:</b> <b>Activity C:</b> Teacher says the sentences. The students listen and repeat. Drill the item at least twice. <ul style="list-style-type: none"> <li>Teacher says the sentences with actions. The students listen and follow.</li> <li>Teacher says the sentences again. The students listen and point to the pictures in</li> </ul>

his textbook. Do the activity at least twice.

**Activity D:** Play the game: “Simon says” with the class. In this game teacher acts as Simon. Tell the class when you say “Simon says, stand up.” Simon says, open your book.” Then the students do the action. If you don’t utter the phrase “Simon says” before giving instruction, anyone who performs the activity is out.

**4. Practice activities: Activity C:** Make some small groups. In groups one student says the sentences. The other students point at the pictures in their textbook. Then change the role. In this way all the students can say and point at the pictures.

- Ask the students to practice in pairs. In pairs, one student says the sentences. The other student points at the pictures and does the actions. Then change the role.

**Activity D:** Make some small groups. Ask the students to play “Simon says” game in groups. Now one student from each group acts as Simon and play the game.

**5. Assessing learning:** Observe every group’s work. Find out the students who can’t respond to the command.

Check Ss’ learning using the following assessment indicators.

#### Assessment Indicators - 81

Domain	Indicator
Knowledge	1. Student recalls the commands.
Skill	2. Student says the commands properly.
Attitude & values	3. Student responds to the commands politely.

**6. Feedback:** Provide necessary help to the students who cannot respond to the command.

**7. Summary of the session:** Explain how to respond to the commands of this session.

**8. Concluding the session:** Conclude the session saying, ‘Goodbye, see you in the next class.’

## Lesson 3: Classroom Instructions 3

Session	Learning Outcomes
Session 01: A, B and C Page: 70,71	1.3.1 Respond to simple classroom commands with appropriate gesture
	1.3.2 Respond to simple classroom instructions with appropriate gesture

**Teaching aids:** Picture of activity A, B & C audio/video clip/QR Code

## Session Procedures

## Session Duration: 50 minutes

### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Play “Simon says” game or start the class with any warm up activity.

**2. Review of the previous session:** Repeat the major language item from the previous class and ask the students to follow.

#### **3. Presentation of the session:**

**Activity A:** Say the sentences from the bubbles. Ss listen and repeat. Drill the item at least twice.

- Say the sentences given in the bubbles and student listen to and respond properly  
. Drill the item at least twice

**Activity B:** Say the sentences from the bubbles. Ss listen and repeat. Drill the item at least twice.

- Say the sentences given in the bubbles and student listen to and respond properly  
. Drill the item at least twice.

**4. Practice activities:** **Activity A:** Make some small groups. In groups one student says the sentences from the bubbles, and the other student’s points at the pictures. Then change the role. In this way all the students play the both role.

**Activity B:** Ask students to practise in pairs. In pairs, one student says the sentences from bubbles, the other student responds by pointing at the pictures. Then change the role.

**Activity C:** In the same pair one student says the sentences, and the other student points at the pictures. Then change the role.

**5. Assessing learning:** Observe the pairs and find out the students who can’t respond and point at the right pictures.

Check Ss’ learning using the following assessment indicators.

### Assessment Indicators - 82

Domain	Indicator
Knowledge	1. Student recalls the commands.
Skill	2. Student says the commands properly.
Attitude & values	3. Student responds the commands politely .

**6. Feedback:** Provide necessary help to the students who can’t respond or point at the right pictures.

**7. Summary of the session:** Explain how to do the activity properly.

**8. Concluding the session:** Conclude the session saying, ‘Goodbye, see you in the next class.’

## Lesson 3: Classroom Instructions 3

Session	Learning Outcomes
Session 02: D Page: 72	1.3.1 Respond to simple classroom commands with appropriate gesture
	1.3.2 Respond to simple classroom instructions with appropriate gesture

**Teaching aids:** Picture of activity D, audio/video clip/QR Code

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
  - Start the class with a warm up activity.
- 2. Review of the previous session:** Repeat the major language items from the previous class and ask the students to follow.
- 3. Presentation of the session: Activity D:** Showing the first picture, ask the students, “What is s/he doing?”. Let the students say whatever they think. Then say, “She is cleaning the board.” We usually say, “Clean the board” as a command. Do the same activity for all the pictures.
  - Make command for all the pictures. Ask a student to the front and say some commands to the class and other students to find out the pictures which match to the commands. Do the same for all commands.
- 4. Practice activities: Activity D:** Make some small groups. In groups one student shows a picture while the other students make the command. Different students show the different pictures and others make the commands.
  - Ask students to practise in pairs. In pairs, one student shows a picture the other student makes the command. Change the role and continue the activity in turns.
  - Ask students to respond in pairs. In pairs, one student makes a command and the other student responds to the command. Change the role and continue the activity in turns.
- 5. Assessing learning:** Observe the pairs and find the students who can't make commands of the given pictures.  
Check Ss' learning using the following assessment indicators.

### Assessment Indicators - 83

Domain	Indicator
Knowledge	1. Student describes the pictures.
Skill	2. Student matches the commands with pictures.
Attitude & values	3. Student makes the commands properly.

**6. Feedback:** Provide necessary help to the students who can't make the command.

**7. Summary of the session:** Explain the pictures and the commands of this session.

**8. Concluding the session:** Conclude the session saying, 'Goodbye, see you in the next class.'

## Lesson 3: Classroom commands 3

Session	Learning Outcomes
Session 03: E and F Page: 72,73	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of activity E, audio/video clip

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Start the class with a warm up activity.

**2. Review of the previous session:** Repeat major language items from the previous class and ask the students to follow.

**3. Presentation of the session:**

**Activity E:** Touching the parts of the body, ask the students, "What's this?" They may reply in Bangla, and you can say it in English. Do it at least twice.

- Invite a student in front of the class. Ask him/her to touch different parts of the body and the whole class says the name in English.

**Activity-F:** Play audio/video or sing the song with action (TPR) from Activity-F and ask the students to listen and watch carefully. Ref: you may watch a video of the song at: [https://www.youtube.com/watch?v=YBJ\\_-MyV2rU](https://www.youtube.com/watch?v=YBJ_-MyV2rU))

- Play audio/video or sing again and ask the Ss to sing after you with actions.

**4. Practice activities:** Make some small groups. In groups one student touches different parts of the body and the other students of the group say the name in English.

- Ask students to practice in pairs. In pairs, one student touches different parts of the body and the other student says the name in English.

**Activity-F:** Make some small groups again. In groups students sing the song with actions in a circle. They do the practice at least twice.

- Ask students to come out of the desk and start singing all together with actions when the teacher says, "Start".

**5. Assessing learning:** Ask the whole class to make a big circle and sing the song all together with actions. Observe the class and find out the students who can't do the activity properly.

Check Ss' learning using the following assessment indicators.

#### **Assessment Indicators - 84**

Domain	Indicator
Knowledge	1. Student tells the name of the parts of the body.
Skill	2. Student sings the song.
Attitude & values	3. Student enjoy singing the song with actions.

**6. Feedback:** Provide necessary help to the students who can't do the activity properly.

**7. Summary of the session:** Discuss the TPR of this session.

**8. Concluding the session:** Conclude the session saying, 'Goodbye, see you in the next class.'

## Unit 4: Questions and answers

### Class-wise Attainable Competencies

- 1.4 Responding to short and simple questions for self and peers introductions promptly and appropriately  
3.3 Telling and answering simple questions for getting information about a familiar person with appropriate gesture

### Unit 4 :Lesson 1: Self-introduction

Session	Learning Outcomes
Session 01: A, B Page: 75	1.4.1 Follow and respond to short and simple questions about self-introductions promptly and appropriately. 1.4.2 Follow and respond to short and simple questions about peers promptly and appropriately. 3.3.1 Ask and answer simple questions about self & peers introductions with appropriate gesture.

**Teaching aids:** Picture of activity A & B, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face. • Start the class with a warm-up activity.
<b>2. Review of the previous session:</b> Now ask ss “Who can sing “Head, shoulders, knees and toes” song?” Raise your hand.” Encourage them to share their answers. [Say in Bangla if necessary.]
<b>3.Presentation of the session:</b> By showing page 75, <b>Activity A</b> tell ss “Open this page.” Tell them “Show me this page.” • Ask ss, “What can you see in the picture? What are they doing?” [Support them to answer.] • Now say “Our today’s lesson is Self-introduction.” • Say the sentences that are given in the bubbles with correct pronunciation and proper intonation and tell them to repeat after you. • Help them to repeat the sentences more than once. Use a video/audio clip of <b>Activity A</b> , if available.

- Using **Activity A**, introduce yourself and help S1 to respond properly. [Do the activity with S1 repeatedly.]

**4. Practice activities:** Now invite B1 and G1 in front of the class. Support G1 to tell, “Hi! I’m Noi Sang. What’s your name?” and encourage B1 to reply, “Hi, Noi Sang. I’m Nafis.” [Guide them to ask and answer.]

- Let them do the activity using their own name.

### Activity B

- In pair, S1 says the first bubble and S2 responds using the second bubble. Drill the activity 2/3 times. [Monitor them properly.]
- Assessing learning: Ask S1, S2 ..... to introduce himself/herself using the bubble 1 of activity A/B. Teacher responds respectively. Change the role in turns.
- Invite one pair in front of the class and tell them, “Say the dialogue. Use your own name.” [Following activity B]

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 85

Domain	Indicator
Knowledge	1. S recalls the question about self-introduction and answer.
Skill	2. S says the question about self-introduction and answer.
Attitude and values	3. S says the question about self-introduction and answer using body language properly.

**6. Feedback:** Support the students who can’t introduce and respond properly. Repeat the activity A and B if necessary.

**7. Summary of the session:** Now, summarize today’s lesson. Ask ss, ‘What have we learnt today?’ Help them to answer. Say them, “We say our name first to introduce ourselves.”

**8. Concluding the session:** Say dear Ss ‘Goodbye, my dear Ss. See you in the next class.’

## Unit 4:Lesson 1: Self-introduction

Session	Learning Outcomes
Session 02: C Page: 75	3.3.1 Ask and answer simple questions about self & peers introductions with appropriate gesture.

**Teaching aids:** Dialogue of activity C/audio/video clip.

### Session Procedures

### Session Duration: 50 minutes

## Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face.
<ul style="list-style-type: none"> <li>Start the class with a warm-up activity.</li> </ul>
<b>2. Review of the previous session:</b> Ask ss “What did we learn yesterday?”
<ul style="list-style-type: none"> <li>Based on the students’ answers, invite two students in front of the class.</li> <li>Tell them “Introduce you to each other.” [Help them to introduce themselves.]</li> </ul>
<b>3. Presentation of the session:</b> Invite S1 and S2 in front of the class.
<ul style="list-style-type: none"> <li>Tell S1 to ask, “Hi, I’m ..... (his/her own name). What’s your name?”</li> </ul> <p>Help S2 to answer, “Hi, I’m ..... What’s your name?”</p> <ul style="list-style-type: none"> <li>Ask them to repeat more than once.</li> </ul>
<b>4. Practice activities:</b> Activity C: Divide them into groups. Arrange a chain drill within the groups. In group1, S1 will say “Hi, I’m ..... (Own name)” and will ask S2 “What’s your name?” S2 will answer “Hi, I’m .....” What’s your name?” and will ask S3 “Hi, I’m .....” What’s your name?”
<ul style="list-style-type: none"> <li>Drill the activity in the group. [Monitor them properly.]</li> </ul>
<b>5. Assessing learning:</b> Invite one group to demonstrate their activities in front of the class and tell them to play their role according to their own name as per the Activity C. Check student’s learning using the following assessment indicators.

### Assessment Indicators - 86

Domain	Indicator
Knowledge	1. S recalls the question about self-introduction and answer.
Skill	2. S says the question about self-introduction and answer.
Attitude and Values	3. S says the question about self-introduction and answers using body language properly.

<b>6. Feedback:</b> Support the students who can’t ask and answer simple questions properly. Repeat the activity C if necessary.
<b>7. Summary of the session:</b> Ask ss, ‘What have we learnt today?’ Help them to answer. Say them, “We say our name first to introduce ourselves and ask a question to know about peers.”
<b>8. Concluding the session:</b> Say “See you in the next class. Bye.”

## Unit 4:Lesson 2: In the village

Session	Learning Outcomes
Session 01: A, B Page: 76, 77	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity A, B, audio/video clip and other related pictures.

## Session Procedures

**Session Duration: 50 minutes**

### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Start the class with a warm-up activity.

**2. Review of the previous session:** Now, ask S1 “Hi! I’m ..... What’s your name?” [Possible answer should be “Hi ..... I’m S1.]

- Do the activity with S2, S3, S4.....

**3. Presentation of the session:** (Showing **Activity-A**) Ask ss, “What can you see in the picture?” [Help them to say the names of objects in English.]

- Tell them to say the words with the teachers.
- On the board, make a list of the names of objects from **Activity A**.
- Now, ask ss “Where do we see the objects of the picture?” Are the objects in the city/village? [Help them to respond accordingly.]
- Say “Today we are going to learn the names of objects in the **village**.”
- Tell ss “Look at the picture of **Activity B** carefully.” [Help them look at the picture.]
- Pointing at a river/a bazar/a boat/a net/a house etc. separately; ask them “What’s this?” Help them to say the correct names in English with the correct pronunciation.

**4. Practice activities:** Drill the activity. [Pointing at the objects in different ways. Help them to say the name of objects with proper pronunciation.]

- Pointing at the objects of the **Activity B** let the students ask altogether, “What’s this?” Respond to them accordingly. Do the activity at least 2 or 3 times.
- Now, divide them into pairs. Invite P1 in front of the class with having the textbook.
- Tell them “Pointing at any objects in the picture ask S1, What’s this?” Guide S1 to respond accordingly. Let them do the activity changing their role in turns.

**5. Assessing learning:** Pointing to any object in the class ask a student randomly, “What’s this?” Help him/her to respond accordingly.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 87

Domain	Indicator
Knowledge	1. S recalls the words.
Skill	2. S points and says the words.
Attitude and Values	3. S points and says the words properly.

**6. Feedback:** Support the students who can’t ask simple questions for getting information and respond accordingly. Repeat the activity A and B if necessary.

**7. Summary of the session:** Ask ss, ‘What have we learnt today?’ Help them to answer.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Unit 4: Lesson 2: In the village

Session	Learning Outcomes
Session 02: C Page: 77	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity C, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Start the class with a warm-up activity.

**2. Review of the previous session:** Pointing at any object of the class, ask S1 “What’s this?” [Possible answer should be “a ...”]

- Do the activity with other students.

**3. Presentation of the session:** By showing page 77, ask them “Show me this page.”

Check if everyone has opened.

- Tell Ss “Look at the picture.” Help Ss to look at the picture.
- (Showing Activity-C)** Ask Ss, “What can you see in the picture?” Encourage them to answer.
- Now, say the question and answer of the **Activity C** with proper pronunciation. Tell them to listen to me carefully and then say with me.” Repeat the activity at least 2 or 3 times.

**4. Practice activities:** Invite S1 in front of the class. Ask S1, “What’s this?” [Encourage to answer properly from **Activity C.**]

- Now, divide them into pairs. Invite P1 in front of the class with having the textbook.
- Tell them, “Pointing at the picture of a house, tell S1 to ask S2, “What’s this? [Guide them to ask and respond accordingly.] Next, “Pointing at the picture of a boat tell S2 to ask S1, “What’s this?
- Invite P2, P3 ...Say them to do the activity in the same way. Repeat the activity more than once.

**5. Assessing learning:** Pointing at any objects in the class ask a student randomly, “What’s this?” Guide him/her to respond accordingly.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 88

Domain	Indicators
Knowledge	1. S recalls the question and answer for getting information.
Skill	2. S asks the simple question for getting information and responds accordingly.
Attitude and Values	3. S asks and answers the question and answer for getting information accordingly in real life.

**6. Feedback:** Support the students who can't ask simple questions for getting information and respond accordingly. Repeat the Activity C if necessary.

**7. Summary of the session:** Ask ss, "What have learnt today?" Help them to respond properly.

**8. Concluding the session:** Say "See you in the next class. Bye."

## Unit 4: Lesson 3: In the city

Session	Learning Outcomes
Session 01: A, B, C Page: 78,79	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity A, B, C, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <ul style="list-style-type: none"> <li>Start the class with a warm-up activity.</li> </ul>
<p><b>2. Review of the previous session :</b> Tell Ss "Show me the picture of the village that we saw yesterday in the class?" [Say in Bangla if necessary.]</p> <ul style="list-style-type: none"> <li>Pointing at any objects in the picture, ask S1 randomly, "What's this?" [Help S1 to respond accordingly.]</li> <li>Repeat the activity with others.</li> </ul>
<p><b>3. Presentation of the session:</b> (Showing <b>Activity A</b>) Ask Ss, "What can you see in the picture?" [Help them to say the names of objects in English.]</p> <ul style="list-style-type: none"> <li>By showing page 78, ask them "Show me this page." [Help them to open their book.]</li> <li>Tell them "Look at the picture carefully." [Help them to look at the picture.]</li> </ul>

- Ask ss, “Where do we see the objects of the picture?” [Help them to respond accordingly.]
- Say “Today we are going to learn the names of objects **in the city.**”
- Pointing at the object (building, bus, rickshaw etc.) of the picture separately. Ask ss, “What’s this?” [Help them to say the correct names of the objects or things of the picture in English with the correct pronunciation.]

**4. Practice activities: Activity B:** Ask Ss, “What can you see in the picture?” “What are they doing?” [If necessary, allow them to answer in Bangla.]

- Tell Ss, “First listen to and then respond to me.” Now read the **Activity B** with the correct pronunciation. Repeat the activity.
- Following the picture, “Pointing at zebra crossing, foot over bridge, building, footpath and bus ask ss, “What’s this?” [Help them to say the name of objects with the correct pronunciation.] Drill the activity more than once.
- Pointing at the objects of the Activity B, let them ask altogether “What’s this?” Respond to ss accordingly. Do the activity more than once.
- Now, divide them into pairs. Invite P1 in front of the class with the textbook.
- Tell them, “Pointing at the pictures of a footpath/a bus from the **Activity C**, ask S1, “What’s this?” Help S2 to reply a footpath/a bus. Let them do the activity changing their role.

**5. Assessing learning:** Tell other pairs to do the activity in the same way. Let them do the activity repeatedly.

Check student’s learning using the following assessment indicators.

#### **Assessment Indicators - 89**

Domain	Indicator
Knowledge	1. S asks the simple question for getting information.
Skill	2. S answers the simple question for giving information.
Attitude and Values	3. S feels confident to ask questions and answers accordingly.

**6. Feedback:** Support the students who can’t ask simple questions for getting information and respond accordingly. Repeat the activity A, B, C if necessary.

**7. Summary of the session:** Ask ss, “What have you learnt today?” Help ss to respond properly.

**8. Concluding the session:** Say “See you in the next class. Bye.”

## Unit 4: Lesson 4: At Village Home

Session	Learning Outcomes
Session 01: A, B, C Page: 80,81	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity A, B, C, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Do the same as the session 1 of Unit 4: Lesson 3
- 2. Review of the previous session:** Do the same as the session 1 of Unit 4: Lesson 3
  - Replace the word “city” with the word “village.”
- 3.Presentation of today’s session:** By showing **Activity A** from page 80, ask the students, “What can you see in the picture?” [Help them to look at the picture carefully.]
  - Now, pointing at the objects of the picture separately, ask ss, “What’s this?” Help them to say the names of the objects or things in the picture in English with the correct pronunciation.
- 4. Practice activities:** Tell ss “Look at the picture of the **Activity B**.”
  - Ask them, “What can you see in the picture?”
  - Tell ss “First listen to me. Next, respond to me.” Now read the **Activity B** with proper pronunciation. Repeat the activity 2 or 3 times.
  - Pointing at the objects of the **Activity B** ask Ss, “What’s this?” [Help them to respond accordingly.]
  - Drill the activity 2 or 3 times.
  - Pointing to the objects of the **Activity B**, let students ask altogether “What’s this?” Respond to them accordingly. Do the activity 2 or 3 times.
  - Now, divide them into pairs. Invite S1 in front of the class with the textbook.
  - Tell them, “Pointing at the picture of a mat/a cock/a goat/a tube well/a cow tell S1 to ask S2, “What’s this? [Guide them to ask and respond accordingly.] Let them do the activity changing their role.
  - Tell other pairs to do the activity in the same way.
  - Assessing learning: Activity C:** Tell a student randomly, “Say the names of the objects or things you find in your own home.” Guide him/her to respond accordingly.

Check student’s learning using the following assessment indicators.

### Assessment Indicators - 90

Domain	Indicator
Knowledge	1. S asks the simple question for getting information.
Skill	2. S answers the simple question for giving information.
Attitude and Values	3. S feels confident to ask questions and answers accordingly.

**6. Feedback:** Support the students who can't ask simple questions for getting information and respond accordingly. Repeat the activities A, B, C if necessary.

**7. Summary of the session:** Ask ss, "What have you learnt today?" Help ss to respond properly.

**8. Concluding the session:** Say "Goodbye all. See you tomorrow."

## Unit 4: Lesson 5: In the Classroom

Session	Learning Outcomes
Session 01: A, B, C Page: 82,83	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity A, B, C, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<p><b>1. Introduction:</b> Exchange greetings with a smiling face.</p> <ul style="list-style-type: none"> <li>Start the class with a warm-up activity.</li> </ul> <p><b>2. Review of the previous session:</b> Do the same as the session 1 of Unit 4: Lesson 3</p> <ul style="list-style-type: none"> <li>Replace the word "city" with the word "classroom."</li> </ul> <p><b>3. Presentation of the session:</b> Do the same as the session 1 of Unit 4: Lesson 4</p> <ul style="list-style-type: none"> <li>Replace the word "At village" with the word "In the classroom."</li> </ul> <p><b>4. Practice activities:</b> Do the same as the session 1 of Unit 4: Lesson 3</p> <ul style="list-style-type: none"> <li>Replace the word having in Unit 4: Lesson 3 with the word "table, bag, clock, board and pen."</li> </ul> <p><b>5. Assessing learning:</b> Tell a student randomly, "Say the names of the objects or things you find in the classroom." Guide him/her to respond accordingly.</p> <p>Check student's learning using the following assessment indicators.</p>
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### Assessment Indicators - 91

Domain	Indicator
Knowledge	1. S asks the simple question for getting information.
Skill	2. S answers the simple question for giving information.
Attitude and Values	3. S asks and answers accordingly.

**6. Feedback:** Support the students who can't ask simple questions for getting information and respond accordingly. Repeat the activities A, B, C if necessary.

**7. Summary of the session:** Ask ss, "What have you learnt today?" Help them to respond properly.

**8. Concluding the session:** Say "Goodbye all. See you tomorrow."

## Unit 4: Lesson 6: Review Lesson

Session	Learning Outcomes
Session 01: A, B, C Page: 84	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity A, B, C, audio/video, Slip of paper cards.

#### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- 1. Introduction:** Exchange greetings with a smiling face.
  - Start the class with a warm-up activity.
- 2. Review of the previous session:** Ask Ss altogether, "What did we learn in the previous sessions?" The possible answer from the students should be, "We learnt the names of objects or things we have in the village or in the city."
- 3. Presentation of the session:** Activity A: Now, say "Let's play a game with names of objects or things of in the village and in the city." [Make 10-12 paper cards with the objects in the village or in the city.]
  - Invite the 10-12 students randomly one by one to pick up a slip of paper card. Tell them to read aloud the word of the card. If it is in the village, s/he will stand on the teacher's right side. If it is in the city, s/he will stand on the teacher's left side.
  - Give thanks to the students to take part in the game.
- 4. Practice activities:** Activity B: Tell the students, "We are going to play another game (catch and say game)." At the beginning of this game, the teacher will say, "Hi, I'm ..... (Teacher's name)."

- Now, throw a ball to S1 and asks the question: What's your name? The student who gets the ball will answer the question appropriately. Then, s/he will throw a ball to S2. S2 will give the answer to the question and throw the ball to S3. In this way, continue the game.

**5. Assessing learning:** Activity C: Tell Ss “Draw an object or animal you find in your village or city and colour it.” Encourage him/her to draw.

- Tell them to display their pictures in the classroom.

Check student's learning using the following assessment indicators.

#### Assessment Indicators - 92

Domain	Indicator
Knowledge	1. S asks the simple question for getting information.
Skill	2. S answers the simple question for giving information.
Attitude and values	3. S feels confident to ask and answers accordingly.

**6. Feedback:** Support the students who can't ask simple questions for getting information and respond accordingly.

**7. Summary of the session:** Ask ss, “What have you learnt today?” Help them to respond properly.

**8. Concluding the session:** Say “Goodbye all. See you tomorrow.”

# Unit: 5 Rhymes and Sound

## Class-wise Attainable Competencies

- 1.1 Recognizing sounds of the alphabet in familiar words of spoken interactions.
- 1.4 Responding to short and simple questions for self and peers introductions promptly and appropriately.
- 2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment.
- 3.1 Repeating sounds of letters in words properly/confidently
- 3.3 Telling and answering simple questions for getting information about a familiar person with appropriate gesture.

## Lesson 1: Animal Sound

Session	Learning Outcomes
Session 01: A, B and C Page: 86,87	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of activity A & B, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

##### **1. Introduction:** Exchange greetings with a smiling face.

- Play a ball-throwing game with the students. Throw the ball to a student. Ask him/her to make any animal sound. Then S1 throws the ball to S2 and asks him/her to make any animal sound. Continue the activity with some other students.
- Now ask the Ss “Can you tell what we are going to learn today? Then elicit the lesson title from the students and write it on the board.

##### **2. Review of the previous session:** Ask Ss some relevant questions to get information about what they learnt yesterday.

##### **3. Presentation of the session:**

**Activity A:** Show the picture and ask students “ What animals can you see in the picture? Encourage the students to say the names of the animals. If the students reply in Bangla, the teacher says it in English.

- Say the names of the animals and make their sounds. Now ask students to repeat the names of the animals and their sounds with you.

**Activity B:** Play audio or sing the song (Activity-B) and ask the Ss to listen carefully.

- Play audio or sing again with pause and Ask Ss to repeat after you.

**4. Practice activities:** Play the audio and the students listen and repeat with the audio (continuous drill) do it at least twice.

- Ask the Ss to sing the song in pair. Make sure they do it repeatedly.
- Divide the students into small groups. In groups one student shows an animal picture, other Ss make the sound of the animal. Make sure all the Ss of the group can show pictures and make animal sounds in the right way.
- Ask the students to practice the same activity in pairs. In pairs one student shows an animal picture, and other Ss make the sound of the animal.

**5. Assessing learning:** Observe the pairs and find out the students who can't do the activity properly.

Check Ss' learning using the following assessment indicators.

### Assessment Indicators - 93

Domain	Indicator
Knowledge	1. Student says the name of the animal.
Skill	2. Student makes the animal sound.
Attitude and values	3. Student enjoys making the animal sound with gesture .

**6. Feedback:** Students who can't make the animal sound properly support them.

**7. Summary of the session:** Describe the different animal sounds.

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, see you in the next class.'

## Lesson 1: Animal Sounds

Session	Learning Outcomes
Session 02: D, E and F Page: 87	2.1.1 Listen to rhymes and respond with joy. 1.1.2 Recognize the different sounds of vowels in familiar words.

**Teaching aids:** Picture of activity A & B audio/video clip

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Plays a ball throw game with the students. Throw a ball to a student and say "dog". The student says woof, woof, woof with gesture. Otherwise help him/her to make the sound properly.

- Then the student throws the ball to another student and says another animal's name (from the previous class) to produce an animal sound. Help them to make the sound properly. Continue the activity with 7/8 students.

**2. Review of the previous session:** Repeat the major language item from the previous class and ask the students to follow. Or ask Ss some relevant questions to get information about what they learnt yesterday.

**3. Presentation of the session: Activity A:** Call a student in front, let him/her sit on a chair (Hot seat) . Say, "The dog says", student says, "Woof, woof, woof". Help them who can't. Now call another student for the hot seat and maintain the same process with another animal sound. Continue the activity with 6/7 students.

- Call two students in front of the class, First student says, "The dog says woof". The other student replies "Woof, woof, woof". Now call another pair to maintain the same process with another animal sound.
- Play audio or sing with pause and Ss repeat after you.

**4. Practice activities:** Make some small groups. In the group one student says, "The dog says". The other students reply "Woof, woof, woof". Maintain the same process with another animals sound. Observe the class and provide necessary support.

- Ask the students to do the same activity in pairs. Make sure they do it properly.
- Play the audio with pause and all the students repeat after the audio.
- Play the audio again without pause and the entire students repeat after the audio.

**5. Assessing learning:** Ask the whole class to make a circle and ask the first student to say the name of an animal from activity A, next student makes the sound of the animal way in a chain drill. Observe the class and find out the students who can't do the activity properly.

Check Ss' learning using the following assessment indicators.

#### Assessment Indicators - 94

Domain	Indicator
Knowledge	1.Student says the animals name .
Skill	2.Student makes the animal sounds.
Attitude & values	3.Student enjoys making the animal sounds with gesture.

**6. Feedback:** Ss who can't make the animal sounds properly support them.

**7. Summary of the session:** Describe the different sounds of vowels in a familiar word.

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, see you in the next class.'

## Lesson 1: Animal Sounds

Session	Learning Outcomes
Session 03: G and H Page: 88	1.1.2 Recognize the different sounds of vowels in familiar words. 3.1.2 Say the different sounds of vowels in similar words.

**Teaching aids:** Picture of activity G audio/video clip

### Session Procedures

**Session Duration: 50 minutes**

#### **Teaching Learning Activity**

**1. Introduction:** Exchange greetings using Good morning, How are you? Thank you, with a smiling face.

- Start the class with a ice breaking song

*Good morning, good morning.  
How are you today?  
I am fine, I am fine.  
I wish you a good day.*

**2. Review of the previous session:** Repeat the major language item from the previous class and ask the students to follow. Or ask Ss some relevant questions to get information about what we learnt yesterday.

**3. Presentation of the session:** Activity G: Pointing at different pictures ask the class “what can you see in the picture?”

They may reply, cow, dog, hen etc. Thank them and say “yes, a cow, a dog, a hen ----”

- Call a student to the board. Pointing at a picture, ask the students, “what’s this?” Student replies. If the student can’t, help him/her. Then say, “Make its sound.” Continue the same activity with 5/6 more students.

**4. Practice activities:** Make some small groups. In the group, one student shows a picture from activity G. The other students say the name of the animal like “a cow”. Then the first student asks the other student to make the sound. Maintain the same process with other animal pictures. Observe the class and provide necessary support.

- Ask the students to do the same activity in pairs. In pairs, one student shows pictures and the other student replies. Then they change position and do the same. Make sure they do it properly.
- Ask the students to point at the pictures in their textbook and say the name of the animal and make its sound individually.

**5. Assessing learning:** Observe the pairs and find out the students who can’t do the activity properly.

Check Ss’ learning using the following assessment indicators.

### Assessment Indicators - 95

Domain	Indicator
Knowledge	1. Student says the animals name .
Skill	2. Student makes the animal sounds.
Attitude & values	3. Student enjoys making the animal sounds with gesture.

**6. Feedback:** Ss who can't do the activity properly support them.

**7. Summary of the session:** Describe the different sounds of vowels in a familiar word.

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, see you in the next class.'

## Lesson 2: Where Do You Live?

Session	Learning Outcomes
Session 01: A, B and C Page: 89,90	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of activity A & C, audio/video clip.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings using Good morning, How are you? Thank you, with a smiling face.

- Start the class with a warm up song.

*Hello! Hello!*

*Hello! My friend.*

*Happy to meet you.*

*Happy to meet you.*

.....

\*\*Teacher can select other warm up activities also.

**2. Review of the previous session:** Repeat the major language item from the previous class and ask the students to follow. Or ask Ss some relevant questions to get information about what they learnt yesterday.

**3. Presentation of the session:** Show the picture of activity A. Point at the different picture and ask the class "what can you see in the picture?"

They may reply, rabbit, cow etc. Thank them, pointing at the picture say "yes, a rabbit, a cow -----"

- Now point at different pictures again and say the name. Students repeat after you.
- Play audio or recite the rhyme with gesture and students repeat after you.

**4. Practice activities:** Make some small groups. In the group, one student shows a picture of activity A, the other students say the name of the animal like “a cow”. Maintain the same process with other animal pictures. Observe the class and provide necessary support.

- Ask the students to do the same activity in pairs. In pairs, one student shows pictures and the other student replies. Then they change position and do the same. Make sure they do it properly.
- Ask the students to recite the rhyme with audio in pairs.
- Ask the students to recite the rhyme with audio.

**5. Assessing learning:** Observe the pairs and find out the students who can't. Check Ss' learning using the following assessment indicators.

#### Assessment Indicators - 96

Domain	Indicator
Knowledge	1. Student says the animal's name
Skill	2. Student repeats after the teacher/ audio.
Attitude & values	3. Student repeats after the teacher/ audio eagerly with gesture.

**6. Feedback:** Those who can't do the activity properly support them.

**7. Summary of the session:** Describe the similarity of every steps of the rhyme.

**8. Concluding the session:** Conclude today's session saying, ‘Goodbye, see you in the next class.’

## Lesson 2: Where Do You Live?

Session	Learning Outcomes
Session 02: D, E and F Page: 91	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of activity C, audio/video clip/QR Code.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

- Introduction: Exchange greetings using Good morning, How are you? Thank you, with a smiling face.

- Start the class with a warm up song.

*Hello! Hello!*

*Hello! My friend.*

*Happy to meet you.*

*Happy to meet you.*

.....  
\*\*\*Teacher can select other warm up activities also.

**2. Review of the previous session:** Repeat the major language item from previous class and ask the students to follow. Or ask Ss some relevant questions to get information about what they learnt yesterday.

**3. Presentation of the session:** Play audio with a pause or recite the rhyme with gesture and students repeat after you.

- Play audio without pause or recite the rhyme with gesture and students repeat after you.
- Call 4 students. Ask them to stand in a line in front of the class, ask the first student to recite the first line then the second student the second line, in this way the four students recite the first four lines. For better understanding do the activity at least twice.
- Ask the class to do the same activity. From the first bench to the last every student recites one line one after another to complete the whole rhyme.

**4. Practice activities:** Make 4 small groups. In the group one student recites the first line then another student the second line then another third line. In this way complete the whole rhyme in every group. Do it at least twice.

- Ask the students to do the same activity in pair. In pair one student recites the first four lines then another student second four lines In this way complete the whole rhyme in every pair. Do it at least twice. Make sure they do it properly.

**5. Assessing learning:** Ask the students to recite the whole rhyme in pairs. One student recites the other listens for checking. Observe the class and find out the students who can't.

Check Ss' learning using the following assessment indicators.

#### **Assessment Indicators - 97**

Domain	Indicator
Knowledge	1. Student repeats after the teacher.
Skill	2. Student recites the rhyme.
Attitude and values	3. Student enjoys reciting the rhyme with gesture.

**6. Feedback:** Those who can't recite the rhyme properly support them.

**7. Summary of the session:** Describe how to recite a rhyme with proper gesture.

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, see you in the next class.'

## Lesson 3: A Family Tree

Session	Learning Outcomes
Session 01: A, B and C Page: 92,93,94	1.4.1 Follow and respond to short and simple questions about self-introductions promptly and appropriately.
	3.3.2 Ask simple questions for getting information and respond accordingly.

**Teaching aids:** Picture of activity A & B, audio/video clip/QR Code.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

**1. Introduction:** Exchange greetings with a smiling face.

- Start the class with a warm up song.

**2. Review of the previous session:** Ask Ss some relevant questions to get information about what they learnt yesterday.

**3. Presentation of Today's session:** Activity B: Show the picture and ask the students, "What can you see in the picture? Who are they?" Ask them to think alone and then discuss with their partner.

- Show the family tree. Invite a student to the board. Pointing at a specific picture of a family tree ask him/her, "Who is this?" If he/she replies correctly appreciate him or help him to guess. Say the answer.

**4. Practice activities:** Make some small groups. In the group one student Point at a specific picture of a family tree and ask others, "Who is this?". Other students reply. In this way they ask about all six pictures of the family tree in turn. Observe the class and make sure they do it properly.

- Ask the students to do the same activity in pairs. In pairs, one student points at a specific picture of a family tree and ask the other, "Who is this?". The other student replies. Then change the role. Observe the class and make sure they do it properly.
- Ask the students to draw a family tree of their own family. Those who can't draw at all ask him/her to write the relations in the family tree box.

**5. Assessing learning:** Tell the students to ask and respond to the questions about their own family in pairs. Both the students ask and answer in turn. Observe the pairs and find out the students who can't.

Check Ss' learning using the following assessment indicators.

### Assessment Indicators - 98

Domain	Indicator
Knowledge	1. Student says the relations in a family tree.
Skill	2. Student asks the questions.
Attitude & values	3. Student feels confident to ask and respond to the questions.

**6. Feedback:** Those who can't ask and respond to the questions properly support them.

**7. Summary of the session:** Describe how to ask and respond to the questions properly.

**8. Concluding the session:** Conclude today's session saying, 'Goodbye, see you in the next class.'

## Lesson 3: A Family Tree

Session	Learning Outcomes
Session 02: D and E Page: 94	2.1.1 Listen to rhymes and respond with joy.

**Teaching aids:** Picture of family tree, audio/video clip

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>1. Introduction:</b> Exchange greetings with a smiling face. <ul style="list-style-type: none"> <li>Start the class with a warm up song.</li> </ul>
<b>2. Review of the previous session:</b> Ask Ss some relevant questions to get information about what they learnt yesterday.
<b>3. Presentation of the session:</b> Activity D: Play audio/video or sing the song with gesture from 'Family' and ask the students to listen carefully. <ul style="list-style-type: none"> <li>Play audio/video or sing again and ask the students to sing after you. Do it at least twice.</li> </ul>
<b>4. Practice activities:</b> Make some small groups. In groups students sing the song with gesture in a circle. They do the practice at least twice. <ul style="list-style-type: none"> <li>Ask students to practice in pairs. In pairs both the students sing the song in turns with gesture. They do the practice at least twice.</li> <li>Ask the students to sing the song individually. When teacher says 'start', students start singing all together.</li> </ul>

**5. Assessing learning:** Observe the pairs and find out the students who can't sing properly.

Check Ss' learning using the following assessment indicators.

### Assessment Indicators - 99

Domain	Indicator
Knowledge	1. Student sings the song.
Skill	2. Student sings the song with actions.
Attitude and values	3. Student enjoys singing the song.

**6. Feedback:** Provide necessary help to the students who can't sing .

**7. Summary of the session:** Discuss about singing the song with TPR of this session.

**8. Concluding the session:** Conclude the session saying, 'Goodbye, see you in the next class.'

## Lesson 3: A family tree

Session	Learning Outcomes
Session 03: F Page: 94	1.4.1 Follow and respond to short and simple questions about self-introductions promptly and appropriately.

**Teaching aids:** Picture of family tree.

### Session Procedures

**Session Duration: 50 minutes**

#### Teaching Learning Activity

<b>3. Introduction:</b> Exchange greetings with a smiling face. <ul style="list-style-type: none"> <li>Start the class with a warm up family song.</li> </ul>
<b>2. Review of the previous session:</b> Ask Ss some relevant questions to get information about what they learnt yesterday.
<b>4. Presentation of the session:</b> Draw a family tree/show a family tree. Explain the process of doing it. <ul style="list-style-type: none"> <li>Ask students to work in groups. Ask them to draw their own family tree. Then ask them to write the names of their family members in the circles following Activity B. Monitor and support if necessary.</li> </ul>
<b>5. Practice activities:</b> Now ask students to colour their family tree. <ul style="list-style-type: none"> <li>Now ask students to share their family information in pairs.</li> </ul>
<b>5. Checking learning:</b> Ask the students to display their family tree in the plenary . Then ask students to move around and look at others' family tree.' <ul style="list-style-type: none"> <li>Monitor that all students are moving and seeing others' work.</li> </ul>

Check Ss' learning using the following assessment indicators.

#### **Assessment Indicators - 100**

Domain	Indicators
Knowledge	1. Student says the name of their own family members.
Skill	2. Student draws their own family tree.
Attitude & values	3. Students enjoy drawing the family tree.

**6. Feedback:** Provide necessary help to the students who can't draw their own family tree.

**7. Summary of the session:** Sum up the session by saying the name of family members in a family tree.

**8. Concluding the session:** Conclude the session saying, 'Goodbye, see you in the next class.'

# মূল্যায়ন নির্দেশিকা

## জাতীয় প্রাথমিক শিক্ষাক্রম ২০২১ এর আলোকে

### শ্রেণিকক্ষে ধারাবাহিক ও সামষ্টিক মূল্যায়ন পরিচালনার নির্দেশিকা:

#### ১.০ শিখন মূল্যায়ন

##### ১.১ ভূমিকা:

শিক্ষার্থীর শিখন মূল্যায়নের প্রধান উদ্দেশ্য হলো শিক্ষার্থীর প্রত্যাশিত শিখন নিশ্চিত করা। বাস্তবতার নিরিখে মূল্যায়নের ফলাফল যে উদ্দেশ্যে ব্যবহার করা হয়, তাকে কয়েকটি ভাগে ভাগ করা যায়। যথা-(ক) শিক্ষার্থীকে মানসম্মত শিখনে সহায়তা করা; (খ) শিক্ষার্থীর প্রোফাইল বর্ণনা করা এবং শিখন অগ্রগতি যাচাই করা (গ) শিক্ষকের শিখন-শেখানো প্রক্রিয়ার মানোন্নয়ন করা। শিক্ষার্থীর হেড, তার অবস্থান, অগ্রগতি, শিখন চাহিদা, শিক্ষাক্রম ইত্যাদি সবকিছুর ওপর মূল্যায়নের প্রভাব রয়েছে।

জাতীয় প্রাথমিক শিক্ষাক্রম রূপরেখা ২০২১ অনুযায়ী প্রাথমিক স্তরের মূল্যায়ন পদ্ধতিকে নতুনভাবে সাজানো হয়েছে। প্রাথমিক পদক্ষেপ হিসেবে বর্তমানে ১ম থেকে ৩য় শ্রেণির সকল বিষয়ে শিখন মূল্যায়নের জন্য বিদ্যালয় ও শ্রেণিকক্ষভিত্তিক মূল্যায়ন (School and Classroom based Assessment) বা ধারাবাহিক মূল্যায়ন পদ্ধতি প্রবর্তনের সিদ্ধান্ত গৃহীত হয়েছে।

##### ১.২ ধারাবাহিক মূল্যায়ন কী ও কেন

ধারাবাহিক মূল্যায়ন শিখন-শেখানো কার্যাবলির অবিচ্ছেদ্য অংশ। বিভিন্ন পদ্ধতি ও কৌশলের মাধ্যমে শিখন-শেখানো কার্যক্রমের শুরুতে, কার্যক্রম চলাকালীন এবং শেষে শিক্ষার্থীকে মূল্যায়নের প্রক্রিয়াই হলো ধারাবাহিক মূল্যায়ন। এ পদ্ধতিতে শিক্ষার্থীর জ্ঞান, দক্ষতা এবং দৃষ্টিভঙ্গি ও মূল্যবোধকে মূল্যায়ন করা হয়। শিক্ষার্থীর শিখন মূল্যায়ন করে দুর্বলতা চিহ্নিত করে প্রয়োজনীয় ফলাবর্তন ও পুনঃমূল্যায়ন করে শিক্ষার্থীর শিখন অগ্রগতি নিশ্চিত করা হয় বলে এ ধরনের মূল্যায়নকে শিখনের জন্য মূল্যায়নও বলা হয়ে থাকে। ধারাবাহিক মূল্যায়ন কোনো আনুষ্ঠানিক মূল্যায়ন নয়। তাই এই মূল্যায়নের জন্য আলাদা কোনো আনুষ্ঠানিক পরীক্ষা নেওয়া যাবে না। ধারাবাহিক মূল্যায়নের মূল লক্ষ্য হচ্ছে শিক্ষার্থীকে তার শিখনে সহায়তা করা। শিখন-শেখানো কার্যাবলি চলাকালে প্রয়োজনীয় ফলাবর্তনের মাধ্যমে এই শিখন নিশ্চিত করতে হবে। শিক্ষক শ্রেণিকক্ষে স্বাভাবিক ও আনন্দময় পরিবেশে ধারাবাহিক মূল্যায়ন করবেন।

##### ১.৩ ধারাবাহিক মূল্যায়নের উদ্দেশ্যসমূহ:

- শিক্ষার্থীকে তার শিখনে সহায়তা করা।
- শিক্ষার্থীর শিখন অগ্রগতি নিয়মিতভাবে পরিবীক্ষণ করে শিক্ষার্থীর শিখন ঘাটতি বা উন্নয়নের ক্ষেত্রে নিরূপণ করা এবং তার প্রতিকার করা।
- শিক্ষার্থীর চিহ্নিত শিখন ঘাটতি বা উন্নয়নের ক্ষেত্রগুলো কার্যকর ফলাবর্তন (Feedback), এবং পুনঃমূল্যায়ন এবং নিরাময়মূলক ব্যবস্থা গ্রহণের মাধ্যমে পূরণ করা।
- শিক্ষককে তার শিখন-শেখানো পদ্ধতি ও কৌশলের কার্যকারিতা (Effectiveness of

teaching-learning strategies) সম্পর্কে ধারণা প্রদান ও তার মানোন্নয়নে সহায়তা করা।

#### ১.৪ ধারাবাহিক মূল্যায়নের প্রক্রিয়া /ধাপসমূহ:

- পরিকল্পনা প্রণয়ন
- মূল্যায়ন কৌশল ও টুলস নির্বাচন
- মূল্যায়ন পরিচালনা ও তথ্য সংরক্ষণ
- সংগৃহীত তথ্য বিশ্লেষণ ও কার্যকর ফলাবর্তন প্রদান।

#### ১.৫ ধারাবাহিক মূল্যায়নের প্রয়োগক্ষেত্রসমূহ বা Domains:

একজন শিক্ষার্থীর শিখন নির্ণিতকল্পে শিখনের ৩টি ক্ষেত্র বা Domains যেমন- জ্ঞানমূলক (Cognitive Domain), মনোপেশীজ (Psychomotor Domain) এবং আবেগিক (Affective Domain) ক্ষেত্রের উপর ভিত্তি করে ধারাবাহিক মূল্যায়ন করা হবে। ধারাবাহিক মূল্যায়নের প্রয়োগক্ষেত্র ৩টি যথা- জ্ঞান (Knowledge), দক্ষতা (Skill) এবং দৃষ্টিভঙ্গি ও মূল্যবোধ (Attitude and Values)। প্রতিটি প্রয়োগক্ষেত্রের আবার কয়েকটি উপক্ষেত্র রয়েছে। যেমন- জ্ঞান (Knowledge) প্রয়োগক্ষেত্রের উপক্ষেত্র হলো জানা, অনুধাবন ও প্রয়োগ। আবার দক্ষতার উপক্ষেত্রসমূহ হলো সূজনশীলতা, সুস্থিতিত্ব, যোগাযোগ ও সহযোগিতা। একইভাবে মূল্যবোধ ও দৃষ্টিভঙ্গি উপক্ষেত্রসমূহের কয়েকটি হলো সহমর্মিতা, পরমতসহিষ্ণুতা, আগ্রহ ও কৌতুহল ইত্যাদি।

#### ১.৬ ধারাবাহিক মূল্যায়নের বিভিন্ন কৌশল ও টুলস:

- মৌখিক প্রশ্নোত্তর
- লিখিত প্রশ্নোত্তর
- পর্যবেক্ষণ (একক কাজ, জোড়ায় কাজ, দলগত কাজ, প্রকল্প/ব্যবহারিক কাজ ইত্যাদি)
- সাক্ষাৎকার
- স্ব-মূল্যায়ন
- সর্তীর্থ / সহপাঠী কর্তৃক মূল্যায়ন

#### ১.৭ ধারাবাহিক মূল্যায়ন প্রক্রিয়া:

প্রাথমিক স্তরের বিস্তারিত শিক্ষাক্রমে বিষয়ভিত্তিক অর্জনোপযোগী যোগ্যতা, শিখনফল, শিখন-শেখানো কার্যাবলি ও মূল্যায়ন কৌশল নির্ধারণ করা হয়েছে। শিক্ষক সহায়কায় প্রতিটি পিরিয়ডে শিক্ষার্থীদের কাজিক্ষিত শিখনফল কতটুকু অর্জিত হয়েছে, তা নির্ণয় করার জন্য শিখন-শেখানো কার্যাবলির ভিত্তিতে মূল্যায়ন নির্দেশক অন্তর্ভুক্ত করা হয়েছে। শিক্ষক মূল্যায়ন নির্দেশকের ভিত্তিতে সংশ্লিষ্ট পাঠে প্রতিটি শিক্ষার্থীর জ্ঞান (Knowledge), দক্ষতা (Skill), দৃষ্টিভঙ্গি ও মূল্যবোধের (Attitude and Values) ক্ষেত্রে শিক্ষার্থীর শিখনফল অর্জনের অগ্রগতি পর্যবেক্ষণ করে শিক্ষক ডায়েরি-১ এ মান প্রদান করবেন। যে সকল শিক্ষার্থীর শিখন অগ্রগতি সন্তোষজনক নয় তাদেরকে প্রয়োজনীয় ফলাবর্তন প্রদান সাপেক্ষে পুনঃমূল্যায়ন করতে হবে। নির্দেশক অনুযায়ী শিখনফল অর্জন মান শিক্ষক সংরক্ষণ করবেন এবং প্রয়োজনে ব্যবহার করবেন। এ শিখনফল অর্জনের মান শিক্ষার্থী বা অভিভাবকের কাছে প্রকাশ করা হবে না। এরপর পাঠ অনুযায়ী শিক্ষার্থীর শিখনফল অর্জনের মান শিক্ষক ডায়েরি-১ হতে বিষয়ভিত্তিক ও অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের বিবরণীতে (শিক্ষক ডায়েরী-২) লিপিবদ্ধ করতে হবে। শিক্ষক ডায়েরী-২ থেকে প্রাপ্ত মান বা ফলাফলের ভিত্তিতে প্রাপ্তিকের ফলাফল প্রস্তুত করে অর্জিত শিখন

অগ্রগতির মাত্রা নির্দেশক অনুসরণ করে শিক্ষার্থীর অবস্থান নির্ধারণ করবেন।

শিক্ষক অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের বিবরণী (শিক্ষক ডায়েরী-২) থেকে প্রাপ্ত ফলাফলের ভিত্তিতে যে সকল শিক্ষার্থীর শিখন অগ্রগতি সম্মতজনক নয় তাদের নিরাময়মূলক ব্যবস্থা গ্রহণের মাধ্যমে শিখন অগ্রগতির কাঙ্ক্ষিত ধাপে পৌঁছাতে হবে।

পরিশেষে, সংশ্লিষ্ট শিক্ষক/গ্রাহক প্রদত্ত রিপোর্ট কার্ড অনুযায়ী শুধুমাত্র বিষয়ভিত্তিক বর্ণনামূলক বিবরণ লিখবেন। রিপোর্ট কার্ডে কোনো গ্রেড পয়েন্ট বা শতকরা গড় লেখা যাবে না। ব্যক্তিগত ও সামাজিক গুণাবলির ক্ষেত্রে সংশ্লিষ্ট শ্রেণিশিক্ষক তার পর্যবেক্ষণ ও অভিজ্ঞতা থেকে সংক্ষিপ্ত মন্তব্য যেমন ভালো, কম, গানের প্রতি আগ্রহ আছে ইত্যাদি লিখবেন।

### ১.৮ শ্রেণিকক্ষে ধারাবাহিক মূল্যায়নের নির্দেশনা:

#### মূল্যায়ন নির্দেশক ছক বা শিক্ষক ডায়েরি-১ ব্যবহার

১.৮.১। শিক্ষাবর্ষের শুরুতে প্রধান শিক্ষক জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড ও প্রাথমিক শিক্ষা অধিদপ্তর-এর ওয়েবসাইটে আপলোডকৃত বিষয়ভিত্তিক মূল্যায়ন নির্দেশক (শিক্ষক ডায়েরি-১) শিক্ষার্থীর রোল নম্বর, নাম এবং অধ্যায়, পাঠ ও শিখনফলের নম্বর উল্লেখ করে নিজ নিজ বিদ্যালয়ের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা অনুযায়ী প্রিন্ট ও বাইডিং করবেন এবং সংশ্লিষ্ট শিক্ষক শ্রেণি পাঠদানকালে ব্যবহার করবেন। এক্ষেত্রে, শিক্ষক ডায়েরি-১ এর ১টি নমুনা ছক সংযুক্ত করা হয়েছে। বিষয়ভিত্তিক মূল্যায়ন নির্দেশকসমূহের শুধুমাত্র অর্জন উপযোগী যোগ্যতা ও শিখনফলসমূহের নম্বরগুলো শিক্ষক সহায়িকা হতে কপি করে ছাত্র-ছাত্রীর সংখ্যানুযায়ী পৃষ্ঠা তৈরি করে নিতে হবে।

১.৮.২। প্রধান শিক্ষক একইভাবে প্রতিটি বিষয়ের জন্য শিক্ষার্থীর রোল নম্বর, নাম এবং অধ্যায়, পাঠ ও শিখনফলের নম্বর উল্লেখ করে নিজ নিজ বিদ্যালয়ের জন্য শিক্ষক ডায়েরি-২ তৈরি করে নিবেন এবং তা বিদ্যালয়ে সারা বছর সংরক্ষণ করবেন।

১.৮.৩। শিক্ষকবৃন্দ প্রতিটি বিষয়ের জন্য ধারাবাহিক মূল্যায়ন সম্পর্কিত নির্দেশকসমূহ মনোযোগ সহকারে পড়বেন। শিক্ষার্থীকে শ্রেণিকক্ষে ধারাবাহিক মূল্যায়নের জন্য ৩টি ডোমোইন জ্ঞান (Knowledge), দক্ষতা (Skill) এবং দৃষ্টিভঙ্গি ও মূল্যবোধের (Attitude and Values) জন্য এক বা একাধিক নির্দেশক (Indicator) ব্যবহার করে মূল্যায়ন নির্দেশক তৈরি করা হয়েছে। শিক্ষক একজন শিক্ষার্থীকে শ্রেণিপাঠদানকালে পর্যবেক্ষণ বা বিভিন্ন টুলস/কৌশল ব্যবহার করে মূল্যায়ন করবেন। শিক্ষক প্রতি শিক্ষার্থীকে মূল্যায়ন করার সময় মূল্যায়ন নির্দেশকে প্রদত্ত নির্দেশকসমূহকে মানদণ্ড (Criteria) ধরে নিজস্ব মেধা, দক্ষতা ও প্রজ্ঞা অনুযায়ী ঐ/সংশ্লিষ্ট পাঠের শিখনফলের জন্য সার্বিকভাবে (Holistically) নির্ধারিত মান ২/১/০ প্রদান করবেন। তবে কোন শিক্ষার্থীর কোন ডোমোইনে কোন নির্দেশক পারেনি এমন ক্ষেত্রে সুনির্দিষ্ট ও কার্যকর ফলাবর্তন প্রদান করবেন। ফলাবর্তন প্রদানের লক্ষ্য শিক্ষক শিক্ষার্থীর নাম ও রোল নম্বরের ঘরে উদাহরণস্বরূপ: জ্ঞান (Knowledge) এর জন্য K, দক্ষতা(Skill) এর জন্য S বা দৃষ্টিভঙ্গি ও মূল্যবোধের (Attitude and Values) জন্য A লিখে রাখবেন। ফলাবর্তন প্রদানের পর পুনঃমূল্যায়ন করে শিক্ষার্থীর চিহ্নিত ক্ষেত্রে অপারগতা থেকে গেলেও, নিরাময়মূলক পাঠের মাধ্যমে দূর করার জন্য উপযুক্ত ব্যবস্থা গ্রহণ করবেন।

একটি বিষয় মনে রাখা প্রয়োজন যে, সাধারণত কোনো শিক্ষার্থীর জ্ঞান (Knowledge) এর

ক্ষেত্রে দুর্বলতা থাকলে ঐ শিক্ষার্থী দক্ষতার (Skill) ক্ষেত্রেও দুর্বলতা থেকে যায়। আবার জ্ঞান (Knowledge) ও দক্ষতা (Skill) এর ক্ষেত্রে দুর্বলতা থাকলেও ঐ শিক্ষার্থীর মূল্যবোধ (Attitude and Values) এর ক্ষেত্রে দুর্বলতা নাও থাকতে পারে। অর্থাৎ মূল্যায়নের ক্ষেত্রে জ্ঞান (Knowledge) ও দক্ষতা (Skill) পারস্পারিক সম্পর্কযুক্ত।

প্রতিটি শিখনফল ৩টি ক্ষেত্রে মাত্রার উপর ভিত্তি করে তৈরি করা হয়েছে এবং যার মান নিম্নরূপ নির্ধারণ করা হয়েছে। মূল্যায়ন নির্দেশকে প্রতিটি শিখনফলের জন্য নির্ধারিত মান:

পেরেছে	আংশিক পেরেছে	পারেনি
২ (৭৬-১০০%)	১ (৫০-৭৫%)	ফলাবর্তন প্রদান (০-৪৯%)

শিক্ষকবৃন্দ রূব্রিক্স এর সহায়তা নিয়ে প্রতিটি পাঠের মূল্যায়ন নির্দেশকের জন্য নির্ধারিত মান প্রদান করতে পারেন। রূব্রিক্স হলো ১টি শিখনফল অর্জনের জন্য মূল্যায়ন নির্দেশকে প্রদত্ত নির্দেশকসমূহের মান প্রদানের জন্য নমুনা দিকনির্দেশনা বা গাইডলাইন। উপরোক্তিত ছকে প্রদত্ত শতকরা নম্বর শিক্ষকবৃন্দের জন্য একটি দিকনির্দেশনা মাত্র। এই দিকনির্দেশনা বা গাইডলাইন অনুসরণ করার পাশাপাশি, শিক্ষকবৃন্দ তাদের নিজস্ব মেধা, দক্ষতা ও প্রজ্ঞা অনুযায়ী স্বাধীনভাবেও মূল্যায়ন নির্দেশকের সার্বিক মান প্রদান করবেন।

### রূব্রিক্স

শিখনফল অর্জনের অবস্থান	মূল্যায়ন নির্দেশক এর মান	শিখনফল মূল্যায়নের জন্য বিবেচ্য বিষয়সমূহ
পেরেছে	২ (৭৬-১০০%)	<p>শিক্ষার্থী সংশ্লিষ্ট মূল্যায়ন নির্দেশকে প্রদত্ত জ্ঞান, দক্ষতা ও মূল্যবোধ এর নির্দেশকসমূহের সবগুলো পেরেছে।</p> <p>সংশ্লিষ্ট বিষয়ের তথ্য ও ভাবের উপস্থাপন সঠিক হয়েছে।</p> <p>শব্দ চয়ন সুন্দর, উচ্চারণ স্পষ্ট ও সাবলীল।</p> <p>হাতের লেখা পরিষ্কার ও সুন্দর।</p>
আংশিক পেরেছে	১ (৫০-৭৫%) বিদ্রু ফলাবর্তন প্রদান করে প্রদত্ত মান ১ কে ২ এ উন্নীত করার সুযোগ থাকবে।	<p>শিক্ষার্থী সংশ্লিষ্ট মূল্যায়ন নির্দেশকে প্রদত্ত জ্ঞান, দক্ষতা ও মূল্যবোধ এর নির্দেশকসমূহের ২/১ টি ছাড়া বেশিরভাগ পেরেছে।</p> <p>সংশ্লিষ্ট বিষয়ের তথ্য ও ভাবের উপস্থাপনায় সামান্য ঘাটতি রয়েছে।</p> <p>শব্দ চয়ন মোটামুটি ভালো, উচ্চারণ স্পষ্ট তবে সাবলীল নয়।</p> <p>হাতের লেখা মোটামুটি পরিষ্কার ও সুন্দর।</p>

পারেনি	০ (০-৪৯%)	শিক্ষার্থী সংশ্লিষ্ট মূল্যায়ন নির্দেশকে প্রদত্ত জ্ঞান, দক্ষতা ও মূল্যবোধের নির্দেশকসমূহের একটিও পারেনি।
	বিদ্র.ফলাবর্তন প্রদান করে ক্রমোন্নয়নের চেষ্টা থাকবে। ০ কে কমপক্ষে ১ এ উন্নত করবেন।	সংশ্লিষ্ট বিষয়ের তথ্য ও ভাবের উপস্থাপনা করতে পারে না।
		শব্দ চয়ন করতে পারে না, উচ্চারণ ভুল, স্পষ্ট নয়, এবং জড়তা রয়েছে।
		হাতের লেখা একেবারেই পরিষ্কার ও সুন্দর নয়।

১.৮.৪। শিক্ষক অব্যাহতভাবে শিক্ষার্থীদের পর্যবেক্ষণ করবেন এবং শিখন-শেখানো কার্যাবলি চলাকালীন ও বিদ্যালয় পাঠ সংশ্লিষ্ট বিভিন্ন কর্মকাণ্ডে শিক্ষার্থীদের আগ্রহ, অংশগ্রহণ এবং সাফল্যের অগ্রগতির ভিত্তিতে মূল্যায়ন করবেন।

১.৮.৫। শিক্ষক ‘পারেনি’- শিক্ষার্থীদের শিখনফল অর্জিত না হওয়া পর্যন্ত ফলাবর্তন প্রদান করবেন। শিক্ষক সহায়কায় বর্ণিত ফলাবর্তন প্রদানের কৌশল অনুসরণ করবেন। শ্রেণিপাঠদান চলাকালে বা পরবর্তী দিন পুনরালোচনার সময় পুনরায় মূল্যায়ন করতে পারেন এবং শিক্ষার্থী ঐ নির্দেশক পেরেছে বলে প্রতীয়মান হলে উপযুক্ত নম্বর প্রদান করে ফিডব্যাক ঘরের মন্তব্য কেটে দিবেন। এ বিষয়ের বা শিখনফল অর্জন করার জন্য ২/৩ বার ফলাবর্তন ও নিরাময়মূলক ব্যবস্থা নিবেন। ফলাবর্তন ও নিরাময়মূলক ব্যবস্থা গ্রহণ শেষে শিক্ষক শিখনফল অর্জনের মান ১ প্রদান করবেন। ‘আংশিক পেরেছে’ শিক্ষার্থীদের ক্ষেত্রে শিক্ষকের ফলাবর্তন প্রদান করা ঐচ্ছিক। সমজাতীয় দুর্বলতার জন্য শিক্ষক চাইলে দলগতভাবে বা আলাদাভাবে ফলাবর্তন প্রদান করতে পারেন। যদি শিক্ষক ‘আংশিক পেরেছে’ শিক্ষার্থীদের ফলাবর্তন প্রদান করেন, সেক্ষেত্রে শিখনফল অর্জনের মান ১ থেকে ২ এ উন্নতি করতে পারবেন।

১.৮.৬। ফলাবর্তন ও নিরাময়মূলক ব্যবস্থা গ্রহণ করার পরও শিক্ষার্থীর দুর্বলতা বা সমস্যা দূর না হলে ঐ শিক্ষার্থী বা শিক্ষার্থীদের অধ্যায় শেষে বা প্রাণ্তিক শেষে অতিরিক্ত বা মেকআপ ক্লাস গ্রহণ করে সংশ্লিষ্ট শিখনফল অর্জন করাবেন।

১.৮.৭। যদি শ্রেণিকক্ষে উপস্থিত সকল ছাত্রছাত্রীর মূল্যায়ন একই দিনে করতে না পারলে পরবর্তী শ্রেণিকার্যক্রমের শুরুতে বাকিদের মূল্যায়ন করতে পারবেন। লক্ষ রাখতে হবে, প্রতি পাঠে প্রতি শিক্ষার্থীকে মূল্যায়ন করতে না পারলেও, একটি শিখনফলের অধীন যে কোনো একটি পাঠে, না হলে ঐ অধ্যায়ের পাঠদানকালীন সময়ে অত্যত একবার মূল্যায়ন করতে হবে। কারণ, একটি শিখনফল একাধিক পাঠে বিস্তৃত থাকতে পারে। আবার, কখনো কখনো একাধিক শিখনফল নিয়ে একটি পাঠ রচিত হয়ে থাকে। তাই একটি অধ্যায়ের পাঠদানকালের মধ্যে অথবা ১টি অর্জন উপযোগী যোগ্যতা অধ্যায়ের যে কয়টি পাঠের মধ্যে শেষ হবে সেই পাঠসমূহের মধ্যে সকল শিক্ষার্থী যেন অবশ্যই অত্যত একবার এই মূল্যায়নের আওতায় আসে শিক্ষক তা নিশ্চিত করবেন। বিষয়টি শিক্ষাক্রম বিষ্টুরণ ও ধারাবাহিক মূল্যায়ন সংক্রান্ত অনলাইন ও মুখোমুখি প্রশিক্ষণে আরও বিশদ ভাবে ব্যাখ্যা করা হবে। এছাড়াও ধারাবাহিক মূল্যায়ন, ফলাবর্তন প্রদান ও রেকর্ড সংরক্ষণ সহজ করার জন্য এনড্রয়েড প্লাটফর্মভিত্তিক একটি মোবাইল অ্যাপ চালু করার পরিকল্পনা রয়েছে।

১.৮.৮। বিশেষ চাহিদা সম্পর্ক শিশুসহ পিছিয়ে পড়া শিক্ষার্থীদের মূল্যায়ন এবং শিখন দুর্বলতা নিরাময়ের জন্য ফলাবর্তন প্রদানে শিক্ষক বিশেষ যত্ন নিবেন।

## শিক্ষক ডায়েরি ২ এর ব্যবহার:

১.৮.৯। মূল্যায়ন নির্দেশক থেকে প্রাপ্ত মান প্রতি অধ্যায় শেষে অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের বিবরণী (শিক্ষক ডায়েরি-২) এ সন্নিবেশিত করতে হবে। শিক্ষক ডায়েরি-২ তে একটি বিষয়ের একটি অধ্যায় শেষে ঐ অধ্যায়ে যতটি শিখনফল শেষ হয়েছে ততটি শিখনফলের বিবরণী তৈরি করবেন।

১.৮.১০। এরপর প্রাণ্তিক শেষে সকল শিক্ষার্থীর বিষয়ভিত্তিক অর্জনোপযোগী যোগ্যতা অর্জনের মান লিপিবদ্ধ করবেন। এক্ষেত্রে যতটি অধ্যায় শেষ হবে ততটি অধ্যায়ের শিখনফল অর্জনের ফলাফল (শিক্ষক ডায়েরি-১) এর মান ভিত্তি হিসেবে গ্রহণ করবেন।

১.৮.১১। প্রাণ্তিক শেষে বিষয়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের প্রাপ্ত মান আবার ৪টি ক্ষেল বা মাত্রার উপর ভিত্তি করে বিষয়ভিত্তিক সার্বিক অগ্রগতির অবস্থান নির্ণয়ের ম্যাট্রিক্স তৈরি করা হয়েছে, যা নিম্নরূপ:

বিষয়ভিত্তিক অর্জন উপযোগী যোগ্যতা থেকে প্রাণ্তিক শেষে ফলাফল তৈরির নির্দেশনা -

অবস্থানগত মান	সহায়তা দরকার	সন্তোষজনক	ভালো	উত্তম
নম্বর /মান	০-৩৯%	৪০-৫৯%	৬০-৭৯%	৮০-১০০%

অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতার মানকে শতকরা ফলাফল রূপান্তরের প্রক্রিয়া-

শতকরা ফলাফল নির্ণয় সূত্র:

ক) ১টি অধ্যায়ে মোট পাঠ সংখ্যা/ মূল্যায়ন নির্দেশক =

খ) মোট পাঠ/ মূল্যায়ন নির্দেশকের সংখ্যা  $\times$  সর্বোচ্চ মান ২ = মোট মান

গ) শিক্ষার্থীর প্রাপ্ত মোট মান = ১টি অধ্যায়ে মোট পাঠ সংখ্যা /মূল্যায়ন নির্দেশকের জন্য

ডায়েরি-১ এ প্রদত্ত মান

ঘ) ফলাফল = (শিক্ষার্থীর প্রাপ্ত মোট মান  $\div$  মোট পাঠ/মূল্যায়ন নির্দেশকের মান =  $\times 100$ )

১.৮.১২। প্রধান শিক্ষক/ শ্রেণি শিক্ষক অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের (ডায়েরি-২ অনুযায়ী) মোট মান অনুযায়ী ১ম, ২য় ও ৩য় প্রাণ্তিকের শিক্ষার্থীর শিখন অগ্রগতির বর্ণনামূলক (Descriptive / Qualitative) রিপোর্ট কার্ড (নমুনা সংযুক্ত) তৈরি করবেন এবং প্রতি শিক্ষাবর্ষে ০৩ বার অভিভাবকদেরকে অবহিত করবেন। শিক্ষার্থীর শিখন অগ্রগতির রিপোর্ট কার্ডে শুধুমাত্র তাঁর অবস্থা নির্দেশক মানদণ্ড- উত্তম / ভালো / সন্তোষজনক এবং সহায়তা প্রয়োজন লিখবেন। কোনভাবেই গ্রেড বা শতকরা নম্বর লেখা যাবে না।

১.৮.১৩। সকল বিষয়ভিত্তিক মূল্যায়ন নির্দেশক বা শিখনফল (ডায়েরি-১) ও অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের মান ডায়েরি-২ এ শিক্ষক সংরক্ষণ করবেন। শিক্ষক কোনো শিক্ষার্থীকে শিক্ষক ডায়েরি ১ ও ২ দেখাবেন না; শুধুমাত্র উর্ধ্বতন মনিটরিং কর্মকর্তাদের চাহিদা মোতাবেক রিপোর্ট প্রদর্শন করবেন।

১.৮.১৪। মোবাইলভিত্তিক মূল্যায়ন অ্যাপ প্রচলনের পূর্বে শিক্ষক প্রতিদিন সর্বোচ্চ সংখ্যক শিক্ষার্থীকে মূল্যায়ন এবং রেকর্ড সংরক্ষণ করতে চেষ্টা করবেন।

**বিদ্রোহ :** ১। বাংলা বিষয় অধ্যায়ে বিভক্ত করা হয়নি। এক্ষেত্রে, শিক্ষক প্রতি ৫/৭ পাঠ শেষে যেখানে একটি অর্জন উপযোগী যোগ্যতা শেষ হয়েছে সে পর্যন্ত অর্জন উপযোগী যোগ্যতা অর্জনের ডায়েরি-২ তে তথ্য সন্নিবেশিত করবেন।

## ২.০ ফলাবর্তন প্রদান প্রক্রিয়া:

### ২.১ ফলাবর্তন কী ও কেন

ধারাবাহিক মূল্যায়নের জন্য ফলাবর্তনের গুরুত্ব অপরিসীম। একজন দুর্বল বা অপারগ শিক্ষার্থীর শিখন ঘাটতি পূরণের জন্য শিক্ষক শিখন চলাকালীন বা শ্রেণিপাঠদানকালের বাহিরে যে দিকনির্দেশনা দিয়ে থাকেন তাই শিক্ষার্থীর জন্য ফলাবর্তন। ফলাবর্তন শুধু দুর্বল বা অপারগ শিক্ষার্থীর জন্যই প্রদান করা হয় না। ফলাবর্তন প্রয়োজনে সবল বা মধ্যমানের শিক্ষার্থীকেও প্রদান করা যেতে পারে। ফলাবর্তন সবসময়ই পজিটিভ বা ইতিবাচক হয়ে থাকে।

ধারাবাহিক মূল্যায়নের মূল লক্ষ্য হচ্ছে শিক্ষার্থীর প্রত্যাশিত শিখন নিশ্চিত করা। শিখন-শেখানো কার্যাবলি চলাকালে গুণগত ফলাবর্তনের মাধ্যমে এই শিখন নিশ্চিত করতে হবে। শিক্ষার্থীর শিখন মূল্যায়ন করে দুর্বলতা বা ঘাটতি চিহ্নিত করে প্রয়োজনীয় ফলাবর্তন ও পুনঃমূল্যায়ন করে শিক্ষার্থীর শিখন অগ্রগতি নিশ্চিত করা হয়। নিচে ফলাবর্তন প্রদানের কৌশল বর্ণনা করা হলো:

### ২.২ ফলাবর্তন কীভাবে দিবেন

- শিক্ষক নিজে ফলাবর্তন দিতে পারেন
- শিক্ষক পারগ সহপাঠীদের মাধ্যমে দুর্বল সহপাঠীকে ফলাবর্তন দিতে পারেন

### ২.৩ ফলাবর্তন দেয়ার সময়

- পাঠ চলাকালীন অনুশীলনকালে
- পাঠ শেষে মূল্যায়নের সময়
- পরবর্তী পাঠের শুরুতে পূর্বজ্ঞান যাচাইকালে

### ২.৪ ফলাবর্তন দেওয়ার নির্দেশনা

- শিক্ষক শিক্ষার্থীদের প্রয়োজনীয় ফলাবর্তন শিখন-শেখানো কার্যাবলি চলাকালীনের মধ্যে দিবেন;
- শিক্ষার্থীদের সমস্যা চিহ্নিত করে ফলাবর্তন সুস্পষ্ট ও সুনির্দিষ্ট করে শিক্ষক মৌখিক বা লিখিতভাবে ফলাবর্তন দিবেন;
- শিক্ষার্থীদের ফলাবর্তন অবশ্যই সহজবোধ্য, ইতিবাচক ও শিশুবান্ধব ভাষায় দিতে হবে;
- শিক্ষার্থীকে যেকোনো বিষয়ের উপর ফলাবর্তন দেয়ার সময়, প্রথমে তার প্রশংসা করতে হবে;
- ফলাবর্তন পরবর্তী সময়ে শিক্ষক সেইসব শিক্ষার্থীদের কার্যক্রম পুনরায় পর্যবেক্ষণ/যাচাই করে দেখবেন। শিক্ষার্থীদের শিখন অর্জন নিশ্চিত হয়েছে কিনা, তা যাচাই করবেন। যদি শিখন অর্জন নিশ্চিত না হয় তাহলে তাদের জন্য নিরাময়মূলক ব্যবস্থা গ্রহণ করতে হবে;
- শ্রেণিকক্ষে শিখন চলাকালীন ফলাবর্তন দেয়ার সময়, পাঠের সমস্যা অনুযায়ী শিক্ষক কোনো শিক্ষার্থীকে এককভাবে ফলাবর্তন দিতে পারেন। আবার কয়েকজন শিক্ষার্থীকে বা সকল শিক্ষার্থীকে একসাথে ফলাবর্তন দিতে পারেন;
- যদি কোনো শিক্ষার্থীর বিষয়বস্তুগত ধারণা সুস্পষ্ট না থাকে তাহলে ঐ শিক্ষার্থীর জ্ঞানমূলক সূচক অর্জন হবে না। সেক্ষেত্রে শিক্ষক শিক্ষার্থীকে প্রয়োজনে এককভাবে/ ছোট দলে/সবাইকে একসাথে ফলাবর্তন দিয়ে পাঠের বিষয়বস্তুগত ধারণা সুস্পষ্ট করে দিবেন।
- কোনো শিক্ষার্থীর দক্ষতামূলক সূচক অর্জিত না হলে বুঝতে হবে পাঠে তার আরো অনুশীলনের প্রয়োজন। অনুশীলনের সময় শিক্ষক নিজে অথবা পারগ শিক্ষার্থীদের সহায়তায় ফিডব্যাক দিতে পারেন, যাতে পিছিয়ে পরা শিক্ষার্থীরা পাঠ অনুযায়ী নির্ধারিত শিখনফল বা অর্জন উপযোগী যোগ্যতা অর্জন করতে পারে।

- মূল্যায়ন নির্দেশকে প্রদত্ত মূল্যবোধ ও দৃষ্টিভঙ্গি সম্পর্কিত সূচক অর্জনের নিমিত্ত পাঠ অনুযায়ী শিক্ষক শিক্ষার্থীদের শ্রেণিকক্ষে ফিল্ডব্যাক দিতে পারেন এবং প্রয়োজনে অভিভাবকদের সম্পৃক্ত করে নির্দিষ্ট দক্ষতা অর্জন করানোর ব্যবস্থা করতে পারেন।
- বিশেষ চাহিদাসম্পন্ন বা পিছিয়ে পড়া শিক্ষার্থীর জন্য প্রয়োজনে আরো বিশেষ প্রক্রিয়ায় ফলাবর্তন দিতে হবে।

### **৩.০ নিরাময়মূলক ব্যবস্থা গ্রহণ:**

ধারাবাহিক মূল্যায়নের মাধ্যমে শিক্ষার্থীদের বিষয়ভিত্তিক শিখন ঘাটতি চিহ্নিত করে ফলাবর্তন প্রদান করার পর ফলোআপ করতে হবে। কিন্তু ফলোআপের পর যদি শিখন অগ্রগতি সন্তোষজনক না হয় সেক্ষেত্রে নিরাময়মূলক ব্যবস্থা গ্রহণ করার প্রয়োজন হবে। নিরাময়মূলক ব্যবস্থাকে বিদ্যালয়ের নিয়মিত কার্যক্রমের অংশ হিসেবে অন্তর্ভুক্ত করতে হবে। নিরাময়মূলক ব্যবস্থার একটি গুরুত্বপূর্ণ উদ্দেশ্য হলো শিক্ষার্থীদের দুর্বলতা দূর করার মাধ্যমে শিখন নিশ্চিত করা। নিরাময়মূলক ব্যবস্থা ২টি উপায়ে হতে পারে। যেমন:

- শিক্ষককর্তৃক নিরাময়মূলক ব্যবস্থা গ্রহণ
- শিক্ষক-সহপাঠী যৌথ প্রচেষ্টায় নিরাময়মূলক ব্যবস্থা গ্রহণ

### **৩.১ নিরাময়মূলক ব্যবস্থা গ্রহণ:**

শিক্ষককর্তৃক নিরাময়মূলক সহায়তা প্রদানের সময় যেসকল বিষয় বিবেচনা করতে হবে:

- প্রতি বিষয়ে নিরাময়মূলক ব্যবস্থা নেওয়ার জন্য সামগ্রিক ক্লাস রুটিনে নির্দিষ্ট পরিয়াড/সময় বরাদ্দ থাকবে;
- শিক্ষক শ্রেণিপাঠ চলাকালীন চলমান মূল্যায়নের মাধ্যমে অপারগ শিক্ষার্থী চিহ্নিত করবেন;
- শ্রেণিশিক্ষক অধ্যায়ভিত্তিক শিখন ঘাটতিসম্পন্ন শিক্ষার্থীদের ‘নিরাময়মূলক প্রদান’ ক্লাসে উপস্থিত থাকতে বলবেন;
- শিক্ষক ঘাটতির ধরন অনুসারে অপারগ শিক্ষার্থীদের উপদলে ভাগ করবেন এবং প্রয়োজনীয় সহায়তা দিবেন;
- শ্রেণিকক্ষে পারগ শিক্ষার্থীরা শিক্ষকের নির্দেশনা অনুসারে অপারগ শিক্ষার্থীদের শিখন ঘাটতি দ্রুৰীকরণের জন্য সহায়তা প্রদান করবে।

## **৪.০ সামষ্টিক মূল্যায়ন (Summative Assessment)**

সামষ্টিক মূল্যায়ন নির্দিষ্ট সময় অনুষ্ঠিত হয়। এটি শ্রেণিকক্ষে দৈনন্দিন শিখন-শেখানো কার্যক্রমের অংশ নয়। সাধারণত কোনো অধ্যায়ের শেষে বা সেমিস্টার বা প্রাতিক্রিয়ের শেষে এ ধরনের মূল্যায়ন অনুষ্ঠিত হয়। এর অন্যতম প্রধান উদ্দেশ্য হলো শিক্ষার্থী কী শিখেছে (শিখনফল/বিষয়বস্তু) এবং কেমন শিখেছে (কতটা ভালো) তা জানা।

জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ অনুযায়ী প্রাথমিক স্তরের মূল্যায়ন পদ্ধতিকে নতুনভাবে সাজানো হয়েছে। পরিমার্জিত শিক্ষাক্রমের মূল্যায়ন রূপরেখায় ১ম থেকে ৩য় শ্রেণির সকল বিষয়ে শিখন মূল্যায়নের জন্য শতভাগ বিদ্যালয় ও শ্রেণিকক্ষভিত্তিক মূল্যায়ন (School and Classroom based Assessment) বা ধারাবাহিক মূল্যায়ন পদ্ধতি এবং ৪র্থ ও ৫ম শ্রেণিতে শতকরা ৬০ ভাগ বা

ধারাবাহিক মূল্যায়ন পদ্ধতি এবং শতকরা ৪০ ভাগ সামষ্টিক মূল্যায়ন (Summative Assessment) পদ্ধতি প্রবর্তনের প্রস্তাব গৃহীত হয়েছে যা ২০২৫- ২০২৬ শিক্ষাবর্ষ থেকে কার্যকর হবে।

প্রতি প্রাণ্তিক শেষে নির্ধারিত সময়ে সামষ্টিক মূল্যায়ন অনুষ্ঠিত হবে। ১ম/২য়/৩য় প্রাণ্তিকের শেষে নির্ধারিত অর্জন উপযোগী যোগ্যতার তথা শিখনফলের ভিত্তিতে ঐ প্রাণ্তিকের মধ্যে পঠিত সম্পূর্ণ বিষয়বস্তু সম্পর্কে শিক্ষার্থীর অর্জন উপযোগী যোগ্যতা বা শিখনফল অর্জন মূল্যায়ন করার প্রক্রিয়াই হলো সামষ্টিক মূল্যায়ন। পরবর্তীতে ৪র্থ ও ৫ম শ্রেণির শিক্ষক সহায়িকায় সামষ্টিক মূল্যায়ন সম্পর্কিত বিশদ বিবরণ থাকবে।

#### ৪.১ সামষ্টিক মূল্যায়ন কাঠামো

প্রাথমিক স্তরে সামষ্টিক মূল্যায়ন সুষ্ঠুরূপে বাস্তবায়নের জন্য একটি সামষ্টিক মূল্যায়ন কাঠামো তৈরি করা হবে যা পরিমার্জিত প্রাথমিক শিক্ষাক্রম ২০২১ এর ভিত্তিতে রচিত নতুন পাঠ্যপুস্তক ও শিক্ষক সহায়িকায় অন্তর্ভুক্ত করা হবে।

#### ৪.২ সামষ্টিক মূল্যায়নে যা অন্তর্ভুক্ত হতে পারে -

- আনুষ্ঠানিক পরীক্ষা, লিখিত প্রশ্নপত্র, মৌখিক ও পর্যবেক্ষণ চেকলিস্ট
- এসাইনমেন্ট বা অর্পিত কর্ম সম্পাদন, ব্যবহারিক, হাতে-কলমে কাজ, প্রজেক্ট সম্পাদন ইত্যাদি।

#### ৪.৩ সামষ্টিক মূল্যায়ন কখন কীভাবে সংঘটিত হবে?

- সামষ্টিক মূল্যায়ন প্রত্যেক প্রাণ্তিক শেষে অনুষ্ঠিত হবে।
- সামষ্টিক মূল্যায়ন আনুষ্ঠানিক পরীক্ষার মাধ্যমে এবং বিদ্যালয়ের শিক্ষকদের ব্যবস্থাপনায় অনুষ্ঠিত হবে।
- এই মূল্যায়নে সব শিক্ষার্থীর জন্য একই টুলস ব্যবহার করা হবে।

#### ৪.৪ প্রাথমিক স্তরে সামষ্টিক মূল্যায়ন কর্তবার সংঘটিত হবে?

প্রাথমিক স্তরে মোট তিনটি প্রাণ্তিক রয়েছে। প্রত্যেক প্রাণ্তিকের শেষে ৪র্থ থেকে ৫ম শ্রেণির শিক্ষার্থীদের প্রতিটি বিষয়ে ৪০% নম্বরের উপর সামষ্টিক মূল্যায়ন অনুষ্ঠিত হবে। সম্পূর্ণ শিক্ষাবর্ষে তিনটি প্রাণ্তিকে প্রতিটি বিষয়ে ৪০% নম্বরের উপর মোট ৩ বার সামষ্টিক মূল্যায়ন অনুষ্ঠিত হবে। প্রতি প্রাণ্তিকে সামষ্টিক মূল্যায়নের নম্বরের সাথে ধারাবাহিক মূল্যায়নে প্রাপ্ত নম্বর যোগ করে ঐ প্রাণ্তিকে শিক্ষার্থীর মোট প্রাপ্ত নম্বর নির্ণয় করা হবে। ৩য় প্রাণ্তিক শেষে শিক্ষার্থীর পারদর্শিতা সম্পর্কে চূড়ান্ত শিখনচিত্র প্রদান করা হবে। প্রতি প্রাণ্তিক শেষে শিক্ষকগণ সামষ্টিক মূল্যায়নের ফলাফল ‘মূল্যায়ন ফলাফল সংরক্ষণ ছকে’ রেকর্ড করবেন।

#### ৪.৫ রচনামূলক প্রশ্ন উত্তরের নম্বর প্রদানের নীতিমালা

রচনামূলক প্রশ্নের উত্তরে ন্যায়সঙ্গতভাবে নম্বর প্রদান (Fair marking) একটি গুরুত্বপূর্ণ বিষয়। প্রাথমিক স্তরে রচনামূলক প্রশ্নের জন্য বিভিন্ন মানের নম্বর বরাদ্দ থাকবে। মূল্যায়নকারী শিক্ষকদের সুসমতাবে নম্বর বন্টনের জন্য উপযুক্ত মানদণ্ড নির্ধারণ করা হবে অর্থাৎ নম্বর প্রদানের একটি নীতিমালা তৈরি করা হবে, যা সকল শিক্ষার্থীর উত্তর মূল্যায়নের সময় প্রয়োগ করবেন।

বিষয়ভেদে নম্বর প্রদানের Rubric বিভিন্ন হবে। যেমন, বাংলা বিষয়ের পঠন দক্ষতা মূল্যায়নের Rubric এবং লিখন দক্ষতা মূল্যায়নের Rubric এক হবে না। আবার বিজ্ঞান বিষয়ের উত্তর মূল্যায়নের

নীতিমালা সামাজিক বিজ্ঞান বিষয়ের উভয় মূল্যায়নের নীতিমালা এক হবে না। কাজেই, প্রাথমিক স্তরের শিক্ষকগণের জন্য বিভিন্ন বিষয়ের উভয় মূল্যায়নের জন্য পৃথক নীতিমালা তৈরি ও অনুসরণ করা হবে। এই নির্দেশিকায় প্রতিটি বিষয়ের রচনামূলক প্রশ্নের উভয়ের নম্বর প্রদানের জন্য একটি করে নমুনা Sample Rubric প্রদান করা হবে। শিক্ষকগণ উভয় নমুনা অনুসরণ করে সম্ভাব্য সব ধরনের রচনামূলক প্রশ্নের উভয়ের নম্বর প্রদান করবেন। এই বিষয়ে জাতীয় প্রাথমিক শিক্ষাক্রম ২০২১ এর আলোকে পাঠ্যপুস্তক রচনা শেষে সামষ্টিক মূল্যায়ন নির্দেশিকা তৈরি ও যথাযথ প্রশিক্ষণের ব্যবস্থা করা হবে।

## ৫.০ মূল্যায়নের ফলাফল সংরক্ষণ

মূল্যায়ন ব্যবস্থার একটি গুরুত্বপূর্ণ ধাপ হলো শিক্ষার্থীর শিখন সম্পর্কিত তথ্য বা ফলাফল সংরক্ষণ করা। প্রাথমিক স্তরের ধারাবাহিক ও সামষ্টিক মূল্যায়নের ফলাফল সংরক্ষণের জন্য শিক্ষকগণ প্রতিটি বিষয়ের একটি করে ‘মূল্যায়ন ফলাফল সংরক্ষণ ছক’ ব্যবহার করবেন। প্রত্যেকটি মূল্যায়ন ফলাফল সংরক্ষণ ছকে ধারাবাহিক ও সামষ্টিক মূল্যায়নে প্রাপ্ত নম্বর রেকর্ড করার ব্যবস্থা থাকবে।

### ৫.১ প্রতি প্রাণ্তিকে ধারাবাহিক ও সামষ্টিক মূল্যায়নের ফলাফল রেকর্ড বা সংরক্ষণ করা

প্রতি প্রাণ্তিকের প্রতিমাসে কমপক্ষে একবার করে মোট তিনবার ধারাবাহিক মূল্যায়নের ফলাফল ‘মূল্যায়ন ফলাফল সংরক্ষণ ছকে’ রেকর্ড করতে হবে। তিনবারের প্রাপ্ত নম্বরের মোট ও গড় নম্বর নির্ণয় করে ফলাফল সংরক্ষণ ছকের নির্ধারিত স্থানে লিখতে হবে। প্রতি প্রাণ্তিকে সামষ্টিক মূল্যায়নে প্রাপ্ত নম্বর মাত্র একবার নির্ধারিত স্থানে লিখতে হবে। প্রতি প্রাণ্তিকে সামষ্টিক মূল্যায়ন থেকে প্রাপ্ত নম্বরের সাথে ধারাবাহিক মূল্যায়নে প্রাপ্ত গড় নম্বর যোগ করে প্রাণ্তিকের চূড়ান্ত নম্বর নির্ণয় করে ফলাফল সংরক্ষণ ছকের নির্ধারিত স্থানে লিখতে হবে।

### ৫.২ বার্ষিক পরীক্ষার ফলাফল:

৪র্থ ও ৫ম শ্রেণির চূড়ান্ত ফলাফলের ক্ষেত্রে প্রতি শ্রেণির তিনটি প্রাণ্তিকের ৪০% এবং ধারাবাহিক মূল্যায়নের ৬০% নম্বরের সময়ে চূড়ান্ত ফলাফল নির্ণয় করতে হবে। এই ফলাফলের ভিত্তিতে শিক্ষার্থীরা পরবর্তী শ্রেণিতে উত্তীর্ণ হবে।

নমুনা ছকসমূহ নীচে সংযুক্ত করা হলো:

শ্রেণিকক্ষে ধারাবাহিক মূল্যায়ন ও ফলাবর্তন প্রদানের জন্য শিক্ষক ডায়েরি-১

সরকারি প্রাথমিক বিদ্যালয়

ଶ୍ରେଣି: ୧ମ

ବିଷୟः

অধ্যায় নম্বর:

ମୂଲ୍ୟାନରେ ମାନ = ସମ୍ପୂର୍ଣ୍ଣ ପେରେହେ-2; ଆଂଶିକ ପେରେହେ-1; ପାରେନି = 0 । ଫଳାବତନ ପ୍ରଦାନ = କୋଣେ ନିର୍ଦ୍ଦେଶକ ପାରେନି ବା ଆଂଶିକ ପେରେହେ ଏମନ ଶିକ୍ଷାୟୀର କ୍ଷେତ୍ରେ ଶିକ୍ଷକ ଫଳାବତନ ଦିବେନ ଏବଂ ଜନ ଏର ଜନ୍ୟ K, ଦର୍ଶକତା ଏର ଜନ୍ୟ S ବା ମୂଲ୍ୟବୋଧ ଓ ଦୃଷ୍ଟିଭଙ୍ଗି ଏର ଜନ୍ୟ A ଲିଖେ ରାଖବେନ । ପରବର୍ତ୍ତୀତେ ଶିକ୍ଷାୟୀର ପାରଗତା ଅର୍ଜିତ ହୁଯେଛେ ପ୍ରତୀଯାମନ ହେଲେ ପ୍ରୟୋଜ୍ୟ ମାନ ପ୍ରଦାନ କରବେନ ।

অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের বিবরণী (শিক্ষক ডায়েরী-২)

..... সরকারি প্রাথমিক বিদ্যালয়

## উপজেলা:

জেলা:

ଶ୍ରେଣି: ୧ମ

ବିଷୟः

ଅଧ୍ୟାୟ ନେତ୍ର:

তারিখ:

অধ্যায়	অর্জন উপযোগী যোগ্যতাসমূহ
১	

ଶ୍ରେଣି: ୧ମ

বিষয়:

ଅଧ୍ୟାୟ ନମ୍ବର:

ତାରିଖ:

অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতার প্রাপ্ত মানকে শতকরা ফলাফল নির্ণয়ের প্রক্রিয়া -

শতকরা ফলাফল নির্ণয়ের সূত্র:

- ক) ১টি অধ্যায়ে মোট পাঠ সংখ্যা/ মূল্যায়ন নির্দেশক =
- খ) মোট পাঠ/ মূল্যায়ন নির্দেশকের সংখ্যা  $\times$  সর্বোচ্চ মান ২ = মোট মান
- গ) শিক্ষার্থীর প্রাপ্ত মোট মান = ১টি অধ্যায়ে মোট পাঠ সংখ্যা /মূল্যায়ন নির্দেশকের জন্য ডায়েরি-১ এ প্রদত্ত মান
- ঘ) ফলাফল = (শিক্ষার্থীর প্রাপ্ত মোট মান  $\div$  মোট পাঠ/মূল্যায়ন নির্দেশকের মান =  $\times 100$ )

প্রাক্তিক বা বার্ষিক পরীক্ষার ফলাফল তৈরির জন্য শিক্ষক অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতার মান (ডায়েরি-২) থেকে শতকরা ফলাফল নির্ণয়ের পর শিখন অগ্রগতির বিবরণীতে শতকরা গড় নম্বর অনুযায়ী শিক্ষার্থীর শিখন অবস্থান - উত্তম/ ভালো/ সম্মত/ সহায়তা প্রয়োজন লিখবেন।

..... সরকারি প্রাথমিক বিদ্যালয়

উপজেলা:

জেলা:

শিখন অঙ্গতির প্রতিবেদন

শিক্ষার্থীর নাম:	
শ্রেণি:	
রোল:	
শাখা: (যদি থাকে)	
শ্রেণি কার্যদিবস সংখ্যা:	
উপস্থিতি:	

বিষয়	প্রথম প্রাণ্তিক	সার্বিক মন্তব্য	দ্বিতীয় প্রাণ্তিক	সার্বিক মন্তব্য	তৃতীয় প্রাণ্তিক	সার্বিক মন্তব্য
বাংলা						
ইংরেজি						
গণিত						
সামাজিক বিজ্ঞান ও প্রাথমিক বিজ্ঞান (সমবিত)						
ধর্ম ও নৈতিক শিক্ষা						
শারীরিক ও মানসিক স্বাস্থ্য শিক্ষা						
শিল্পকলা						

**ব্যক্তিগত ও সামাজিক গুণাবলি**

সময়নির্ণয়তা						
শৃঙ্খলা ও নিয়মানুবর্তিতা						
দায়িত্ব ও কর্তব্যবোধ						
পরিষ্কার-পরিচ্ছন্নতা						
আচার-আচরণ						
দলীয় কাজে অংশগ্রহণ						
কাবিং কার্যক্রম						
বিশেষ পারদর্শিতা						

প্রাক্তিক	শ্রেণি শিক্ষকের স্বাক্ষর	প্রধান শিক্ষকের স্বাক্ষর	অভিভাবকের স্বাক্ষর
প্রথম			
দ্বিতীয়			
তৃতীয়			

**উদাহরণ: ইংরেজি বিষয়ের ১ম অধ্যায়ের ৬টি পাঠের ৯টি মূল্যায়ন নির্দেশক এর উপর ৩ জন শিক্ষার্থীর ফলাফল**

(এই অধ্যায়ে ৪টি অর্জন উপযোগী যোগ্যতা ও ৬টি শিখনফল রয়েছে)

**শ্রেণিকক্ষে ধারাবাহিক মূল্যায়ন ও ফলাবর্তন প্রদানের জন্য শিক্ষক ডায়েরি-১**

..... সরকারি প্রাথমিক বিদ্যালয়

উপজেলা: জেলা:

**শ্রেণি: ১ম**

**বিষয়: ইংরেজি**

**অধ্যায় নম্বর: ০১**

রোল	শিক্ষার্থীর নাম	পাঠ নম্বর -১/ মূল্যায়ন নির্দেশক -১		পাঠ নম্বর -১ / মূল্যায়ন নির্দেশক -২		পাঠ নম্বর-২/ মূল্যায়ন নির্দেশক-৩		পাঠ নম্বর-৩/ মূল্যায়ন নির্দেশক -৪		ক্ষেত্র	
		তারিখ:		তারিখ:		তারিখ:		তারিখ:			
		ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)		
১			২		১			২		১	৬
২		K	১		২			২		২	৭
৩			১	K	১			১	S	১	৮

**শ্রেণি: ১ম**

**বিষয়: ইংরেজি**

**অধ্যায় নম্বর: ০১**

রোল	শিক্ষার্থীর নাম	পাঠ নম্বর-৩ / মূল্যায়ন নির্দেশক - ৫		পাঠ নম্বর-৪/ মূল্যায়ন নির্দেশক - ৬		পাঠ নম্বর-৫/ মূল্যায়ন নির্দেশক - ৭		পাঠ নম্বর-৬/ মূল্যায়ন নির্দেশক - ৮		ক্ষেত্র	
		তারিখ:		তারিখ:		তারিখ:		তারিখ:			
		ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাবর্তন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)		
১			১		১			২		১	৫
২			২		২			২		২	৮
৩		K	১		১			২		১	৫

শ্রেণি: ১ম

বিষয়: ইংরেজি

অধ্যায় নম্বর: ০১

রোল	শিক্ষার্থীর নাম	পাঠ নম্বর -৬/ মূল্যায়ন নির্দেশক -৯	পাঠ নম্বর - / মূল্যায়ন নির্দেশক -	পাঠ নম্বর- / মূল্যায়ন নির্দেশক -	পাঠ নম্বর- / মূল্যায়ন নির্দেশক -			
		তারিখ:	তারিখ:	তারিখ:	তারিখ:			
		ফলাব্দিতন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাব্দিতন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ফলাব্দিতন প্রদানের তথ্য	শিখনফল অর্জনের মান (২/১)	ক্ষেত্র
১			২					২
২		S	১					১
৩			১					১

### অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জনের বিবরণী (ডায়েরী-২)

.....সরকারি প্রাথমিক বিদ্যালয়

উপজেলা:

জেলা:

অধ্যায়	অর্জন উপযোগী যোগ্যতাসমূহ
১	1.2 Exchanging greetings and farewells in the classroom for effective communication
	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment
	3.2 Exchanging greetings and farewells at different times for effective communication
	6.1 Reading cartoon/ comics and digital contents in English with enjoyment

শ্রেণি: ১ম

বিষয়: ইংরেজি

অধ্যায় নম্বর: ০১

তারিখ:

		পাঠ ১ / মূল্যায়ন নির্দেশক -১	পাঠ ১ / মূল্যায়ন নির্দেশক -২	পাঠ-২ / মূল্যায়ন নির্দেশক -৩	পাঠ -৩/ মূল্যায়ন নির্দেশক -৪	পাঠ -৩/ মূল্যায়ন নির্দেশক -৫	পাঠ-৪ / মূল্যায়ন নির্দেশক -৬	পাঠ-৫/ মূল্যায়ন নির্দেশক -৭	পাঠ-৬ / মূল্যায়ন নির্দেশক -৮	পাঠ-৬ / মূল্যায়ন নির্দেশক -৯	পাঠ / মূল্যায়ন নির্দেশক -১০	মোট মান	মতব্য
রোল	নাম	শিখনফল ১.২.১	শিখনফল ১.২.১	শিখনফল ১.২.১/৩.২.১	শিখনফল ১.২.১/৩.২.১	শিখনফল ১.২.১/৩.২.১	শিখনফল ১.২.১/৩.২.১	শিখনফল ১.২.২/৩.২.২	শিখনফল ২.১.১/২.১.২ /৬.১.১	শিখনফল ১.২.১/১.২.২ /৩.২.১	শিখনফল		
১.		২	১	২	১	১	১	২	১	২			১৩
২.		১	২	২	২	২	২	২	২	১			১৬
৩.		১	১	১	১	১	১	২	১	১			১০

## ফলাফল:

অধ্যায়ভিত্তিক অর্জন উপযোগী যোগ্যতার মানকে শতকরা ফলাফল রূপান্তরের প্রক্রিয়া -

## শতকরা ফলাফল নির্ণয়ের সূত্র:

- ক) ১টি অধ্যায়ে মোট পাঠ সংখ্যা / মূল্যায়ন নির্দেশক =  
 খ) মোট পাঠ / মূল্যায়ন নির্দেশকের সংখ্যা X সর্বোচ্চ মান ২ = মোট মান  
 গ) শিক্ষার্থীর প্রাপ্ত মোট মান = ১টি অধ্যায়ে মোট পাঠ সংখ্যা / মূল্যায়ন নির্দেশকের জন্য ডায়েরি-১ এ প্রদত্ত মান  
 ঘ) ফলাফল = (শিক্ষার্থীর প্রাপ্ত মোট মান ÷ মোট পাঠ/মূল্যায়ন নির্দেশকের মান = X ১০০)

রোল	প্রাপ্ত শতকরা নম্বর	শিক্ষার্থীর অবস্থান
১.	$13 \div 18 = 0.72 \times 100 = 72\%$	ভালো
২.	$16 \div 18 = 0.8888 \times 100 = 89\%$	উত্তম
৩.	$10 \div 18 = 0.555 \times 100 = 56\%$	সঙ্গেওজনক

.....সরকারি প্রাথমিক বিদ্যালয়

উপজেলা:

জেলা:

শিখন অগ্রগতির প্রতিবেদন

শিক্ষার্থীর নাম:	মো: আলম
শ্রেণি:	১ম
রোল:	১
শাখা: (যদি থাকে)	ক
শ্রেণি কার্যদিবস সংখ্যা:	৬৫
উপস্থিত:	৫২

বিষয়	প্রথম প্রাতিক	সার্বিক মন্তব্য	দ্বিতীয় প্রাতিক	সার্বিক মন্তব্য	তৃতীয় প্রাতিক	সার্বিক মন্তব্য
বাংলা						
ইংরেজি	ভালো					
গণিত						
সামাজিক বিজ্ঞান ও প্রাথমিক বিজ্ঞান (সমাবিত)						
ধর্ম ও নৈতিক শিক্ষা						
শারীরিক ও মানসিক স্বাস্থ্য শিক্ষা						
শিল্পকলা						

ব্যক্তিগত ও সামাজিক গুণাবলি

সময়নিষ্ঠতা	ভালো					
শৃঙ্খলা ও নিয়মানুবর্তিতা	ভালো					
দায়িত্ব ও কর্তব্যবোধ	ভালো					
পরিষ্কার-পরিচ্ছন্নতা	ভালো					
আচার-আচরণ	ভালো					
দলীয় কাজে অংশগ্রহণ	আছহ আছে					
কাবিং কার্যক্রম	আছহ আছে					
বিশেষ পারদর্শিতা	ছড়া আবৃত্তি					

প্রাতিক	শ্রেণি শিক্ষকের স্বাক্ষর	প্রধান শিক্ষকের স্বাক্ষর	অভিভাবকের স্বাক্ষর
প্রথম			
দ্বিতীয়			
তৃতীয়			

# National Curriculum and Textbook Board, Bangladesh

## National Curriculum-2021

(Class 1 to Class 5)

### Subject: English

#### Members of Curriculum Development Committee

SL	Name	Designation	Category
01	Professor M S Hoque	Chief Editor (Retd.), NCTB	Convener
02	Professor Dr. Md. Zulfeqar Haider	Head of English Department, Muminunni- sa Govt. Womens' College, Mymensingh	Member
03	Md. Sofiqul Islam	Associate Professor, Mohammadpur Govt. College, Dhaka	Member
04	Md. Nasiruddin	Specialist, NCTB	Member
05	Md. Babul Akhter	Assistant District Primary Education Offi- cer, Sathkhira	Member
06	A K M Mujibur Rahman	Instructor, PTI Brahmanbaria	Member
07	Mohammad Abu Bakar Siddik	Assistant Specialist, National Academy for Primary Education	Member
08	Reaj Parveg	Head Teacher, Gandaria Mohila Somity Govt. Primary School, Dhaka	Member
09	Shah Taslima Sultana	Research Officer, NCTB	Member
10	Mohd. Golam Mostafa	Senior Specialist, NCTB	Coordinator

## **Introduction to the English Language Curriculum, 2021**

### **(Class 1 – Class 5)**

In Bangladesh English is taught as a compulsory subject from class 1 to class 12. For a smooth and concerted delivery of English language instructions, a centrally designed curriculum is developed by NCTB on regular intervals. The last English curriculum for primary level learners was developed about a decade ago which marked a shift from a skills-based to competence based approach to curriculum development. The revised curriculum 2021 has been developed with a view to serving as a guide for planning, implementing and evaluating the teaching learning of English to the primary school learners following the recent social, cultural, economic, technological and academic developments in Bangladesh and in the world. Although developed centrally, the English curriculum strives to address the key issues found through a number of needs-analysis research and, hence, reflects the suggestions, recommendations, criticisms and concerns of its stakeholders.

The main objectives of studying English at the primary level in Bangladesh are to meet the growing needs of using English in the rapidly changing, knowledge- and technology driven world of the 21st century. The major areas of these needs are specified as-

- studies, especially in technical subjects both within and outside the country;
- use of ICT in jobs and for personal, national and global communication;
- enhancing and appreciating inter-cultural understanding, and local and global citizenship skills; and,
- creating a competent workforce to participate and contribute to the ongoing and future development initiatives to meet the targets of the SDG4, Vision 2041 and the 5th industrial revolution.

The English language curriculum for the primary level aims that learners will achieve English language proficiency for carrying out day to day activities in English speaking contexts both in and outside Bangladesh. Some of the main objectives of teaching English at Primary level are-

- to lay the foundation of learning English in future;
- to acquaint the young learners with the basic elements of the English language;
- to enable the young learners to use the four language skills— listening, speaking, reading and writing, with appropriate grammar and vocabulary, at basic level in their academic and real-life situations;
- to help learners develop an awareness of the important local and global issues including inter-cultural communication, sustainable development, gender equity and climate change through meaningful practices and uses of English in real life situations.

The 2021-revised curriculum is a continuation of the previous curriculum although it brings about some unique features. Some of the unique features of the revised curriculum can be described as follows.

**Inclusiveness:** Considering the emphasis given on inclusive education in most development agenda (e.g. SDG 4), this curriculum makes provisions for inclusiveness by in English language teaching-learning by incorporating appropriate instructional materials, pedagogic approaches and assessment methods for all children including children with a diverse socio-economic-cultural backgrounds and children with special needs.

**Alignment with the SDGs:** Keeping in pace with the spirits of Sustainable Development Goals 4, this curriculum emphasizes the need for ensuring quality teaching learning of English through collaborative, critical and creative language practice opportunities in and outside the classroom. Besides promoting the language skills of English, this curriculum commits to integrate the other SDGs such as digital literacy, leadership, global and local citizenship, and intercultural-understanding to the teaching-learning and assessment practices of English as a foreign language.

**Explicit use of grammar for effective communication:** This revised curriculum marks a clear shift from the pure ‘communicative’ way of teaching English to an eclectic approach that focuses on combining learners’ communicative competencies with their awareness of the grammar that helps forming the language to communicate. Thus, this curriculum recommends reasonable use of explicit grammar items with a view to developing learners’ accuracy in the four skills- listening, speaking, reading and writing. However, this curriculum does not endorse mechanical and decontextualized use of grammatical rules and structure that are meant of developing a only mastery of grammar instead of communicative competencies.

**Integration of local and global cultures:** While English is a global *lingua franca*, it is also seen as a language to be used by the learners of a particular local context, especially that of Bangladesh. Hence, this curriculum takes into account the importance of balancing the global features of English with the socio-cultural values and religious and ethnographic realities of Bangladesh.

**Pronunciation Practice:** This curriculum puts special emphasis on pronunciation practice (in sounds, stress and intonation) through activities used in a number of lessons, especially in classes 3 to 5. The speakers of Bangla have problems speaking English mainly because of some sounds and stress patterns, which are absent in Bangla and/or difficult for the young learners. A list of such problem sounds is suggested here to be covered in the textbooks.

It can be summarized that the curriculum has been revised with a view to address and integrate the 21<sup>st</sup> century learning skills within the competence statements as well as in the learning outcomes. While suggesting covering the planned activities and content outline, the revised curriculum incorporates different SDGs. Moreover, a special attention is given on orienting learners to the development of core skills such as critical thinking, problem solving, creativity, local/global citizenship etc. Digital and multimedia based teaching learning are encouraged for facilitate learners’ development of target competencies. The curriculum also gives emphasis on providing opportunities for blended learning so that learning teaching can continue even during school closures caused by

Instead of focusing solely on linguistic competencies, this curriculum also takes into account the need for developing learners’ socio-cultural competencies so that learners can use the language in conformity with the socio-cultural norms and conventions. In order to streamline the formative as well as summative assessment practices guidelines for assessment methods as well as assessment tools are mentioned for each learning outcome. The revised curriculum also seeks to promote the core values as specified in the National curriculum and NEP for primary school children. Finally, this curriculum has defined the English language competencies, which are comparable to level A1 of the Common European Framework References (CEFR).

# Essential Learning Continua

## English

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
<b>Listening</b>					
1. Understanding simple conversations, instructions, events and descriptions, conforming to the socio-cultural conventions of the English speech	1.1 Recognizing sounds of the alphabet in familiar words of spoken interactions	1.1 Recognizing differences between initial sounds of familiar words in spoken interactions clearly	1.1 Recognizing the differences between initial, middle and final sounds of familiar words in spoken interactions	1.1 Recognizing stressed syllables in words in spoken interactions	1.1 Recognizing stress and intonation in statements and <i>Wh-</i> and Yes/No questions in spoken interactions
	1.2 Exchanging greetings and farewells in the classroom for effective communication	1.2 Understanding simple dialogues about classroom activities for effective communication	1.2 Understanding simple dialogues about day-to-day activities for effective communication	1.2 Understanding simple dialogues about daily events for effective communication	1.2 Understanding conversations about interesting events for effective communication
	1.3 Following simple classroom commands and instructions with appropriate gesture	1.3 Carrying out simple commands and instructions about familiar events with appropriate gesture	1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture	1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture	1.3 Following directions and requests in everyday life with appropriate gesture
	1.4 Responding to short and simple questions for self and peers introductions promptly and appropriately	1.4 Understanding short and simple questions and answers about family members	1.4 Understanding questions and answers about family and friends	1.4 Understanding questions and answers about family, friends and daily events	1.4 Understanding questions and answers about family, friends and daily events

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
1. Demonstrating of understanding and appreciating rhymes and poems, films, cartoons, comics and digital contents	****	****	1.5 Understanding short texts for specific information	1.5 Understanding text of familiar events for specific information	1.5 Comprehending a variety of familiar texts / stories/fables for specific information
	****	****	****	1.6 Listening to descriptions of familiar events for getting key information	1.6 Listening to announcements in a variety of contexts for getting information
2. Demonstrating of understanding and appreciating rhymes and poems, films, cartoons, comics and digital contents	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to and comprehending rhymes, cartoons and digital contents in English for enjoyment	2.1 Listening to, comprehending and appreciating rhymes, poems, films, cartoons and digital contents in English for enjoyment	2.1 Listening to, comprehending and appreciating rhymes, poems, films, cartoons, comics and digital contents in English for enjoyment
<b>Speaking</b>					
3. Participating in simple conversations confidently, fluently and accurately in the classroom and day-to-day life in a variety of contexts, conforming to	3.1 Repeating sounds of letters in words properly/confidently	3.1 Saying initial sounds of familiar words with proper pronunciation	3.1 Saying the initial, middle and final sounds of words with proper pronunciation	3.1 Saying the stressed syllables in a word with proper stress	3.1 Saying statements and asking questions with stress and intonation
	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Exchanging greetings and farewells in conversations in day-to-day life for effective communication	3.2 Exchanging greetings and farewells at different times for effective communication	3.2 Exchanging greetings and farewells at different times and situation for effective communication	****

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
the socio-cultural conventions of the English speech	3.3 Asking and answering simple questions for getting information about a familiar person with appropriate gesture	3.3 Giving simple instructions in everyday communication with appropriate gesture	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate body gesture	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gesture	3.3 Giving directions, making requests and saying regrets in everyday life with appropriate gesture
	****	3.4 Asking and answering questions for getting information about others with appropriate gesture	3.4 Participating in conversations for exchanging information about and family and friends	3.4 Participating in conversations for exchanging information or ideas about daily events	3.4 Participating in conversations for exchanging information or ideas about familiar topics
	****	3.5 Describing orally familiar people clearly and confidently	3.5 Describing orally simple activities in day-to-day situations clearly and confidently	3.5 Describing orally familiar objects and events clearly and confidently	3.5 Describing orally familiar events and festivals confidently, fluently and accurately
Reading					
4. Reading aloud texts with proper sounds, stress, intonation and punctuation	4.1 Recognizing the alphabet and cardinal numbers-in figures and reading them aloud following proper pronunciation	4.1 Recognizing words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation	4.1 Recognizing words and word phrases, common abbreviations; cardinal numbers in figures & in words and ordinal numbers and reading them aloud following proper pronunciation	4.1 Recognizing words and phrases, common abbreviations; cardinal numbers in figures, in words and ordinal numbers and time, and reading them aloud following proper pronunciation	4.1 Recognizing time fractions—half and quarter including time and currency, and read them aloud following proper pronunciation

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
	****	4.2 Reading aloud simple sentences with proper punctuation	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation	4.2 Reading aloud short and simple texts with proper stress, intonation and punctuation	4.2 Reading aloud appropriate texts with proper stress, intonation and punctuation
5. Reading silently for understanding, comprehending and appreciating a variety of simple and appropriate texts, e.g. informative, imaginative and argumentative texts	****	5.1 Understanding familiar words and simple sentences for specific information	5.1 Understanding simple texts for specific information	5.1 Comprehending appropriate texts for specific information and general ideas	5.1 Comprehending and appreciating appropriate texts for specific information, general ideas, and inferring meaning
6. Understanding and appreciating rhymes, poems, films, cartoons, comics and digital contents	6.1 Reading cartoon/ comics and digital contents in English with enjoyment	6.1 Reading rhymes, comics and digital contents in English for enjoyment	6.1 Reading and comprehending rhymes, cartoons and digital contents in English for enjoyment	6.1 Reading, comprehending and appreciating poems, films cartoons and digital contents in English for enjoyment	6.1 Reading, comprehending and appreciating poems, films, cartoons, comics and digital contents in English for enjoyment
<b>Writing</b>					
7. Describing in writing facts and information,	7.1 Practicing mechanics of writings appropriately	****	****	****	****

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
and expressing feelings, experiences and opinions in clear, organized, well edited sentences and compositions for a variety of purposes and audiences	7.2 Writing the alphabet and cardinal numbers in figures correctly in written communication	7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication	7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication	7.2 Writing cardinal numbers in figures in words and writing ordinal numbers and time correctly to use them in written communication	7.2 Writing numbers in fractions—half and quarter including time and currency correctly to use them in written communication
	****	***	***	7.3 Filling in forms for registration of various events and online platforms	7.3 Making formal and informal correspondence correctly through written communication.
	****	7.4 Writing familiar words and simple sentences in correct spelling	7.4 Writing short paragraphs on familiar topics using prompts or clues	7.4 Writing formal letters, compositions with/ without clues for a variety of purposes, audiences and modes	7.4 Writing compositions, formal and informal letters to share ideas, opinions and feelings
Vocabulary					
8. Recognizing and using pronunciation, spelling, meaning, morphological and semantic properties of a range of vocabulary appropriately in spoken	****	8.1 Recognizing and using words frequently used in the texts for participating in everyday conversations	8.1 Recognizing and using a range of words in day-to-day communication	8.1 Recognizing and using a range of words in both spoken and written communication	8.1 Recognizing and using a range of words and phrases in both spoken and written communication

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
and written communication in a variety of contexts	****	****	****	8.2 Understanding formation of words based on roots & affixes	8.2 Understanding the formation of words with suffix and prefixes
	****	****	****	8.3 Using the synonyms and antonyms appropriately for oral and written communication	8.3 Using the synonyms and antonyms appropriately for oral and written communication
<b>Grammar</b>					
9. Recognizing and using simple structures to effectively communicate orally and/or in writing	****	9.1 Recognizing and using capitalization and punctuation marks	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication
	****	9.2 Recognizing the uses of articles ( <i>a &amp; an</i> ) with words and short phrases	9.2 Using the articles ( <i>a, an, the</i> ) correctly to refer to a person, animal, object in phrases and short sentences	9.2 Using the articles ( <i>a, an, the</i> ) correctly to refer to a person, animal, time, object in texts and conversations	9.2 Using the articles ( <i>a, an, the</i> ) correctly to refer to a person, animal, event, time, object in texts, conversations in familiar contexts

Subject-wise Competencies	Class-wise Attainable Competencies				
	Class-1	Class-2	Class-3	Class-4	Class-5
	****	****	9.3 Using parts of speech (noun, pronoun, verb) correctly to identify/ refer to people, objects, actions	9.3 Using parts of speech correctly to identify/ refer to people, animals, time, days and objects	9.3 Using parts of speech correctly to identify/ refer to people, animals, events, time, days, dates and objects
	****	9.4 Using simple sentences correctly for day-to-day communication	9.4 Using declarative sentences correctly to make statements (positive, negative)	9.4 Using interrogative sentences correctly to ask questions	9.4 Using imperative sentences correctly to give commands and make requests
	****	9.5 Using tenses correctly to talk about present states	9.5 Using tenses correctly to talk about habitual actions and describe actions	9.5 Using tenses correctly to talk about past and immediate past activities	9.5 Using tenses correctly to talk about future activities

# Detailed Curriculum

## English

### Grade: One

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
<b>Listening/ Receiving</b>							
1. Understanding simple conversations, instructions, events and descriptions, conforming to the socio-cultural conventions of the English speech.	1.1 Recognizing sounds of the alphabet in familiar words of spoken interactions.	1.1.1 Recognize the sounds of the alphabet in familiar words.  1.1.2 Recognize the different sounds of vowels in familiar words.	Words with initial sounds	Oral drills Phonics Dictations	<ul style="list-style-type: none"> <li>• Recognize the sounds of alphabets in familiar words by listening audio/video.</li> <li>• T/Peer says the words</li> <li>• Ss listen to words and repeat them</li> <li>• Ss listen to the initial sound of a word and then find the letter in the word</li> <li>• Recognize the different sounds of 'a, e' in familiar words by listening audio/video.</li> <li>• Ss repeat the words in choral drills</li> <li>• Games on identifying letters</li> </ul>	Listening Oral Observation	Letter Indicator Picture Indicator Letter/picture Flash-cards

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
	1.2 Exchanging greetings and farewells in the classroom for effective communication	1.2.1 Follow and respond to greetings spontaneously	1.1.1 Greetings & Farewells	Oral drills Pairwork Role-plays	<ul style="list-style-type: none"> <li>• T/ Peer/ video shows the visuals of greeting/farewell words</li> <li>• Ss look at them T/Peer says the greeting/farewell words</li> <li>• Ss listen to and repeat greetings in choral drills and then individually</li> </ul>	Listening Oral Observation	Indicator
		1.2.2 follow and respond to farewells spontaneously		Oral drills Pairwork Role-plays	<ul style="list-style-type: none"> <li>• T/ Peer/ video shows the visuals of words</li> <li>• Ss look at them</li> <li>• T/Peer says the words</li> <li>• Ss listen to and repeat farewells in choral drills and then individually</li> </ul>	Oral test Observation	Indicator
	1.3 Following simple classroom commands and instructions with appropriate gesture	1.3.1 Respond to simple classroom commands with appropriate gesture 1.3.2 Respond to simple classroom instructions with appropriate gesture	Classroom commands & instructions	Choral drills Pairwork Role-plays Listen and do	<ul style="list-style-type: none"> <li>• T/ Peer/ video shows the visuals of words</li> <li>• Ss look at them</li> <li>• T/Peer says the words</li> <li>• Ss repeat and follow commands/ instructions in pairs/groups</li> </ul>	Listening Observation Total Physical Response (TPR) Oral	Indicator

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
	1.4 Responding to short and simple questions for self and peers introductions promptly and appropriately.	1.4.1 Follow and respond to short and simple questions about self-introductions promptly and appropriately.  1.4.2 Follow and respond to short and simple questions about peers promptly and appropriately.	Wh- questions	Chain drills Pairwork Role-play	<ul style="list-style-type: none"> <li>• T/ Peer/ video shows the visuals of self &amp; peers introduction.</li> <li>• Ss look at them</li> <li>• T/Peer says the words/expressions</li> <li>• Ss respond to short and simple questions and give answers for self &amp; peers introductions</li> </ul>	Oral Observation	Indicator
2. Understanding and appreciating rhymes and poems, films, cartoons, comics and digital contents	2.1 Listening to rhymes, cartoons and digital contents in English for enjoyment	2.1.1 Listen to rhymes and respond with joy.  2.1.2 Listen to cartoons and digital contents and respond with joy.	Child-friendly appropriate rhymes, cartoons, digital contents	Listening Watching TPR	<ul style="list-style-type: none"> <li>• Ss listen to audios/videos / prompts</li> <li>• Ss repeat the contents with Total Physical Response (TPR)</li> </ul>	Listening Observation	Indicator

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
<b>Speaking/ Expressing</b>							
3. Participating in simple conversations confidently, fluently and accurately in the classroom and day-to-day life in a variety of contexts, conforming to the socio-cultural conventions of the English speech	3.1 Repeating sounds of letters in words properly/confidently	3.1.1 Say proper sounds of the letters in familiar words  3.1.2 Say the different sounds of vowels in familiar words.	Words with initial sounds	Oral drills Phonics Games Oral presentation Audio play	<ul style="list-style-type: none"> <li>• T/ Peer/ audio/video shows the visuals/actions / prompts</li> <li>• Ss look at them</li> <li>• T/Peer says the words</li> <li>• Ss listen to the initial sound of a word and then say the letter in the word</li> <li>• Ss repeat the letters in choral drills and then individually</li> <li>• Sounds of the letters in the alphabet song from A-Z.</li> <li>• Games on identifying letters</li> <li>• Say the different sounds of ‘a, e’ in familiar words by listening audio/video.</li> </ul>	Oral/tactile Observation	Letter Indicator Picture Indicator Letter/ picture flashcards

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
	3.2 Exchanging greetings and farewells at different times for effective communication	3.2.1 Greet each other politely at different times/ occasions  3.2.2 Bid farewells to each other politely at different times/ occasions	Greetings & Farewells	Oral drills Pairwork Role play	<ul style="list-style-type: none"> <li>• T/ Peer/ video shows the visuals/actions /prompts</li> <li>• Ss look at them</li> <li>• T/Peer says the words</li> <li>• Ss say and respond to greetings/farewells politely</li> </ul>	Oral Observation	Indicator
	3.3 Telling and answering simple questions for getting information about a familiar person with appropriate gesture	3.3.1 Tell and answer simple questions about self & peers introductions with appropriate gesture  3.3.2 Tell simple questions for getting information and respond accordingly.	Simple questions & answers	Oral drills Pairwork Chain drills	<ul style="list-style-type: none"> <li>• T/ Peer/ video shows the visuals/actions /prompts</li> <li>• Ss look at them</li> <li>• T/Peer says the words</li> <li>• Ss Tell simple questions for self-introductions</li> </ul>	Oral presentation	Indicator

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
Reading/ Receiving							
4. Reading aloud texts with proper sounds, stress, intonation and punctuation	4.1 Recognizing the alphabet and cardinal numbers in figures and reading them aloud following proper pronunciation	4.1.1 Read the alphabets in the pictures of familiar objects and events	Alphabet and cardinal numbers	Picture reading Prompts Individual work	<ul style="list-style-type: none"> <li>Ss say the name of the objects of pictures with the help of teachers</li> <li>Ss say the words individually following the pictures</li> </ul>	Oral/tactile	Indicator
		4.1.2 Recognize and read aloud the capital letters properly		Oral drills Prompts Reading games	<ul style="list-style-type: none"> <li>Ss read aloud letters following prompts, e.g. teacher's reading, audio-visuals, flashcards, wooden and plastic letters, etc.</li> </ul>	Oral/tactile Observation	Indicator
		4.1.3 Recognize and read aloud the small letters properly		Oral drills Prompts Reading games	<ul style="list-style-type: none"> <li>Ss read aloud letters following prompts, e.g. teacher's reading, audio-visuals, flashcards, wooden and plastic letters, etc.</li> </ul>	Oral/tactile Observation	Indicator
		4.1.4 Read aloud cardinal numbers in figures properly.		Oral drills Prompts Reading games Number games	<ul style="list-style-type: none"> <li>Ss read aloud cardinal numbers (1-10) following prompts e.g. teacher's reading, audio-visual, flashcards, wooden and plastic numbers, etc.</li> </ul>	Oral/tactile	Indicator

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
5. Reading silently for understanding, comprehending and appreciating a variety of simple and appropriate texts, e.g. informative, imaginative and argumentative texts	.....	.....	.....	.....	.....	.....	.....
6. Understanding and appreciating rhymes, poems, films, cartoons, comics and digital contents	6.1 Reading cartoon/ comics and digital contents in English with enjoyment	6.1.1 Read and enjoy rhymes, and respond with joy.  6.1.2 Read and enjoy comics, cartoons and digital contents	Child-friendly appropriate rhymes,	Recitation	<ul style="list-style-type: none"> <li>Ss read digital contents/ videos with the help of teachers</li> <li>Ss recite the contents with Total Physical Response (TPR)</li> </ul>	Observation	Indicator

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
Writing/ Expressing							
7. Describing in writing facts and information, and expressing feelings, experiences and opinions in clear, organized, well edited sentences and compositions for a variety of purposes and audiences	7.1 Practicing mechanics of writings appropriately.	7.1.1 Draw capital letter shapes and simple writing patterns Letter shapes	Letter shapes	Controlled/ Guided writing Writing letters using different shapes Writing games Coloring shapes and letters Joining dots	<ul style="list-style-type: none"> <li>• Ss see the writing patterns, the alphabet presented by teacher and/ or in videos and digital contents</li> <li>• Ss follow and repeat the writing patterns by joining dots following four rolled lines.</li> <li>• Ss write the letters and numbers in their notebook. Tracing</li> </ul>		
		7.1.2 Draw small letter shapes and simple writing patterns	Non-cursive capital, small letters & cardinal numbers	Number writing Writing games	<ul style="list-style-type: none"> <li>• Ss see the writing patterns, the alphabet presented by teacher and/ or in videos and digital contents</li> <li>• Ss follow and repeat the writing patterns by joining dots following four rolled lines.</li> <li>• Ss write the letters in their notebook.</li> </ul>		

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
	7.2 Writing the alphabet and cardinal numbers in figures correctly in written communication	7.2.1 Write non-cursive capital letters neatly and legibly	Non-cursive capital, small letters & cardinal numbers	Controlled writing following four rolled lines Writing games Dictation	<ul style="list-style-type: none"> <li>• Ss see the writing patterns, the alphabet presented by teacher and/ or in videos and digital contents</li> <li>• Ss follow and repeat the writing patterns by joining dots following four rolled lines.</li> <li>• Ss write the letters in their notebook.</li> </ul>	Tracing Drawing Joining dots Dictation	Indicator
		7.2.2 Write non-cursive small letters neatly and legibly					
		7.2.3 write cardinal numbers in figures neatly and legibly		Number writing Writing games Dictation	<ul style="list-style-type: none"> <li>• Ss see the writing patterns, the cardinal numbers (1-10) presented by teacher and/ or in videos and digital contents</li> <li>• Ss follow and repeat the number writing patterns</li> <li>• Ss write the numbers in their notebook</li> </ul>		Indicator

Subject-wise Competencies	Class-wise attainable competencies	Learning outcomes	Contents	Teaching Learning Activities		Guidelines for assessment	
				Strategies	Planned activities	Methods	Tools
Vocabulary							
8. Recognizing and using pronunciation, spelling, meaning, morphological and semantic properties of a range of vocabulary and using them appropriately in spoken and written communication in a variety of contexts	...	...					
Grammar							
9. Recognizing and using simple structures to communicate orally and/or in writing	....						

# **Academic Year 2023**

## **English - Class One**

### **Teacher's Guide**



**National Curriculum and Textbook Board, Bangladesh**

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