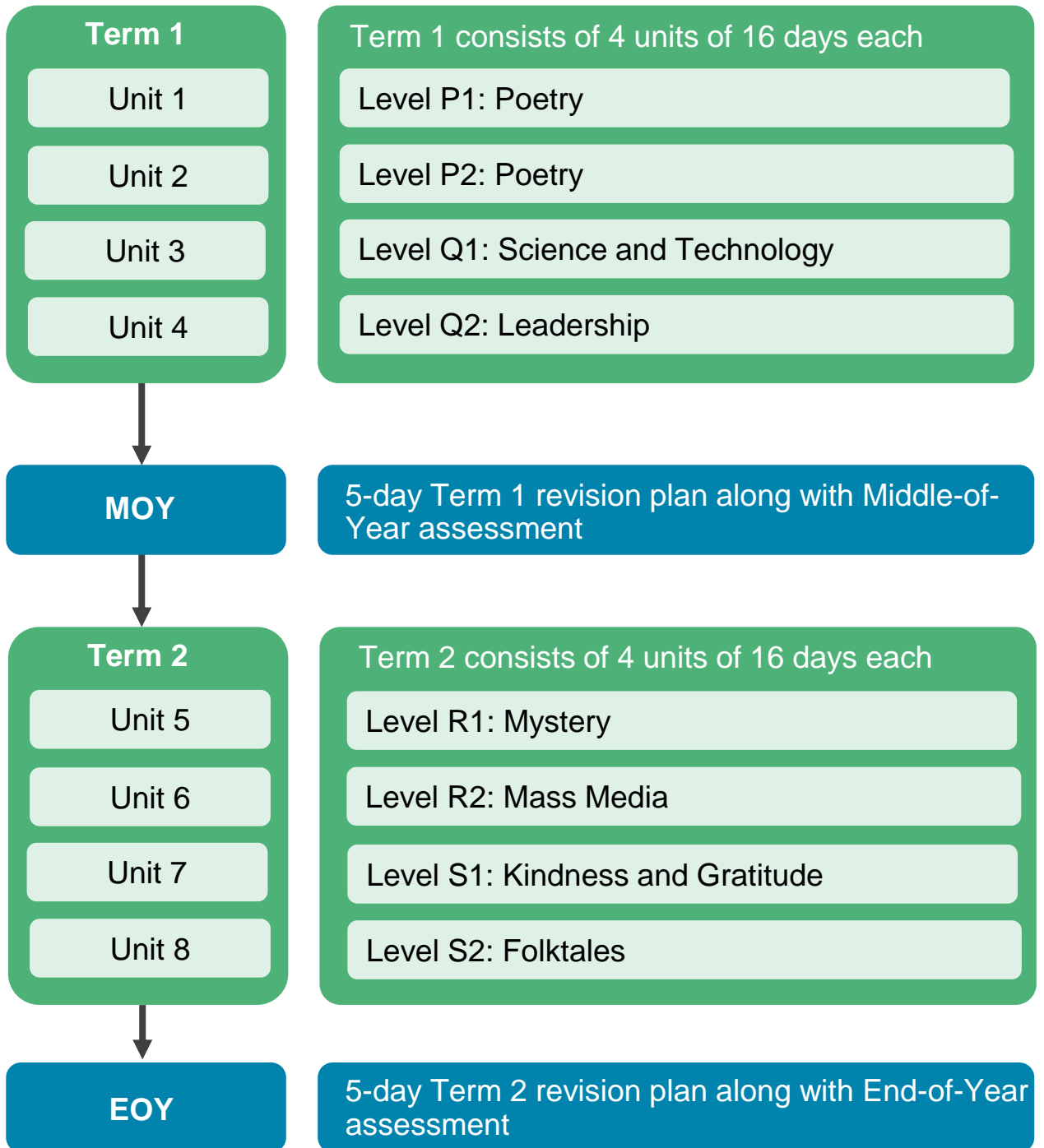


Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the Year

The units covered in each term during the academic year is listed below. Term 2 units will be visible on the tab after the completion of MOY.

TERM 2	Unit 1 Level P1	Unit 2 Level P2	Unit 3 Level Q1	Unit 4 Level Q2
 PHONICS	<ul style="list-style-type: none"> Phonics ends with Level M2. 	<ul style="list-style-type: none"> Phonics ends with Level M2. 		
 WHOLE WORDS	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Differentiate between figurative and literal language. Create and use similes and metaphors. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Create new words and antonyms from root words using prefixes and suffixes. 		
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Differentiate between poetry and prose. Identify stanzas, lines, and the rhyme scheme of a poem. Make text-to-self connections. Identify imagery and the main idea in a poem. Identify the purpose of a poem and the speaker. Differentiate between similes and metaphors. 	<ul style="list-style-type: none"> Compare and contrast ideas in a text. Identify and explain the problem and solution in a text. Make text-to-self and -world connections. Make and check predictions. Form an opinion based on the text. Recognise and identify plot structures. Identify and study characters and their actions. 		
 GRAMMAR	<ul style="list-style-type: none"> Identify and write different types of sentences. Use question marks and exclamation marks in sentences. Use connectors for cause and effect. 	<ul style="list-style-type: none"> Identify and use different types of pronouns. Identify and use gerunds. Form nouns from adjectives and verbs. Correct grammatical errors in sentences. 		
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write a poem with the given rhyme scheme and imagery. Recite a poem in front of an audience. 	<ul style="list-style-type: none"> Write informational reports and formal letters. Present informational reports and formal letters in front of an audience. 		
 GENERAL AWARENESS	<ul style="list-style-type: none"> Learn different types of poems. 	<ul style="list-style-type: none"> Learn about science and technology Learn about successful leaders. 		
 THINKING SKILLS	<ul style="list-style-type: none"> Reflect on their learning. Understand and attempt to solve real world problems. 	<ul style="list-style-type: none"> Attempt to find multiple ways to solve a problem. Understand and attempt to solve real world problems. 		
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 		
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Explore new ideas, and perspectives, and accept feedback. 	<ul style="list-style-type: none"> Explore new ideas, and perspectives, and accept feedback. 		

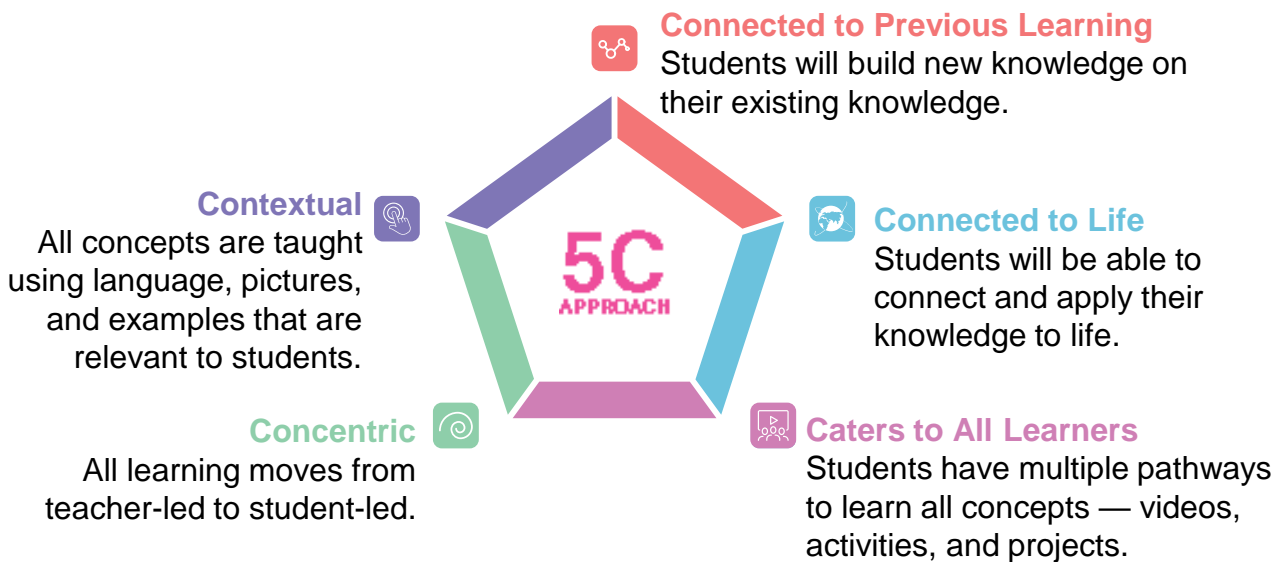
Detailed Syllabus for the Year

TERM 2	Unit 5 Level R1	Unit 6 Level R2	Unit 7 Level S1	Unit 8 Level S2
 PHONICS	<ul style="list-style-type: none"> Phonics ends with Level M2. 	<ul style="list-style-type: none"> Phonics ends with Level M2. 		
 WHOLE WORDS	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Recognise and use homophones, homonyms, synonyms, and antonyms in sentences. 	<ul style="list-style-type: none"> Guess the meanings of new words and use them correctly. Deduce and use the meanings of words based on their relation to each other. 		
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Identify the rhyme scheme of a poem. Distinguish between cause and effect. Identify different points of view. Compare and contrast facts and opinions. Form an opinion based on the text. Identify the character traits of a character by making inferences. Explain the impact of a character's actions on other characters and events. 	<ul style="list-style-type: none"> Identify character traits by making inferences. Explain the impact of a character's actions. Identify the purpose and audience of a text. Explain the motivation behind a character's actions. Identify the theme or big ideas from a text. Articulate multiple points of view by drawing conclusions. 		
 GRAMMAR	<ul style="list-style-type: none"> Recognise and use different parts of speech in a text. Identify and use demonstrative and interrogative pronouns. Identify and use multiple adjectives in the correct order. 	<ul style="list-style-type: none"> Identify and use different types of pronouns. Identify and use different types of adjectives. Use modals that convey different meanings, politeness, prediction, and intention. 		
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write an opinion article. Write different writing pieces for a school magazine. Give an extempore presentation for a minute. 	<ul style="list-style-type: none"> Write a story using all the plot elements with a closed ending. Write different writing pieces for a school magazine. Use interview skills for a specific purpose. 		
 GENERAL AWARENESS	<ul style="list-style-type: none"> Read different stories, poems, and articles having an element of mystery. Learn about the mass media from different perspectives. 	<ul style="list-style-type: none"> Learn the value of kindness and gratitude by reading different stories and poems. Read folk tales from different parts of the country and develop appreciation for them. 		
 THINKING SKILLS	<ul style="list-style-type: none"> Come up with new ideas around known and new concepts. Reflect on their learning. Ask questions showing curiosity about new ideas and experiences. 	<ul style="list-style-type: none"> Attempt to find multiple ways to solve a problem. Reflect on their learning. 		
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 		
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Resolve conflicts or disagreements better. 	<ul style="list-style-type: none"> Work with others to complete a task. 		

The LEAD Method

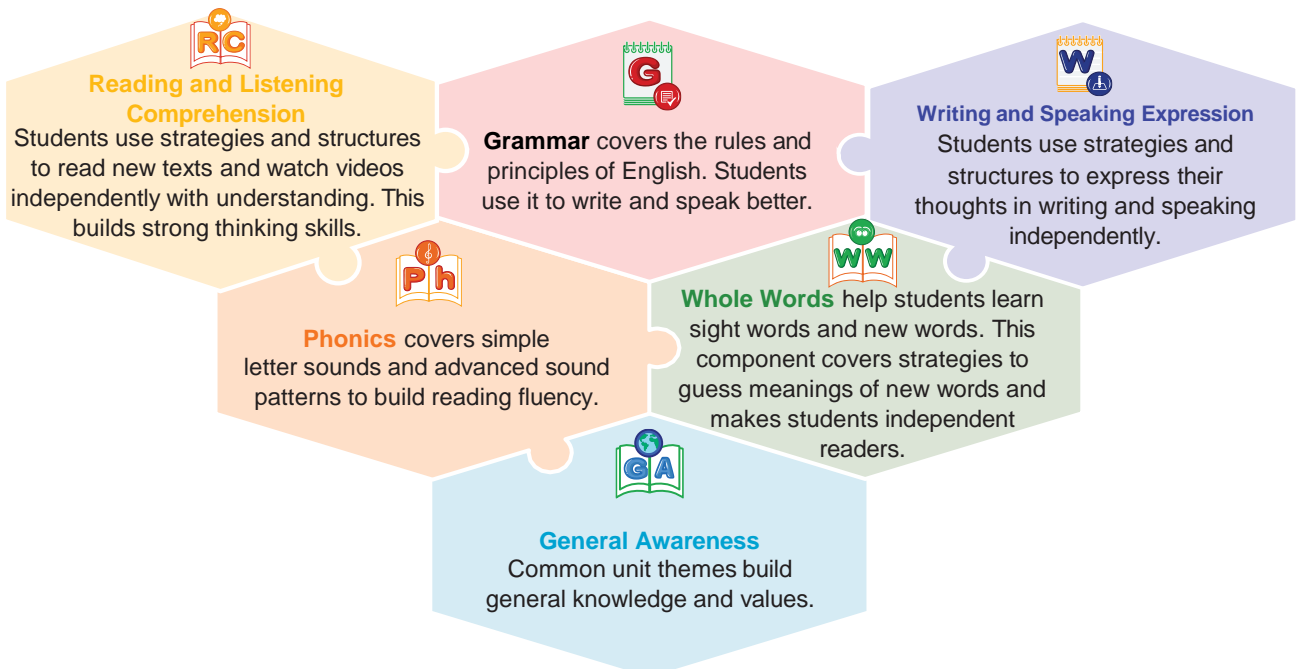
The details below show the LEAD Method that you will be following with your students.

1. 5Cs Approach: Every concept is taught through the 5Cs approach.



2. Component-Based Approach

The 5 deeply connected components of ELGA® together build strong English language skills.



3. Accelerated Learning

Our advanced technology system helps identify students' current skill level and groups them in the ELGA® class best for them. All ELGA® classes provide opportunity for accelerated learning, where students can build skills of more than one year within one school year.

Important Icons

Icons and Features of the Books.

1. Component Icons

Provides information about the components covered in a unit



Phonics



Whole Words



Reading and
Listening
Comprehension



Grammar



Writing and
Speaking
Expression



This icon in the WS indicates higher order thinking skill questions.

2. Life Skills Icons

Provides information about focused activities and tasks meant to develop important 21st Century Life Skills.



Think

Indicates questions that make students think in different ways



Communicate

Indicates activities and opportunities to build communication skills to help students express themselves well

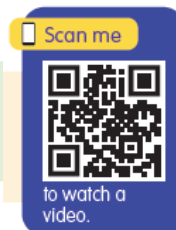


Collaborate

Indicates activities that strengthen students' collaboration skills to work well with others

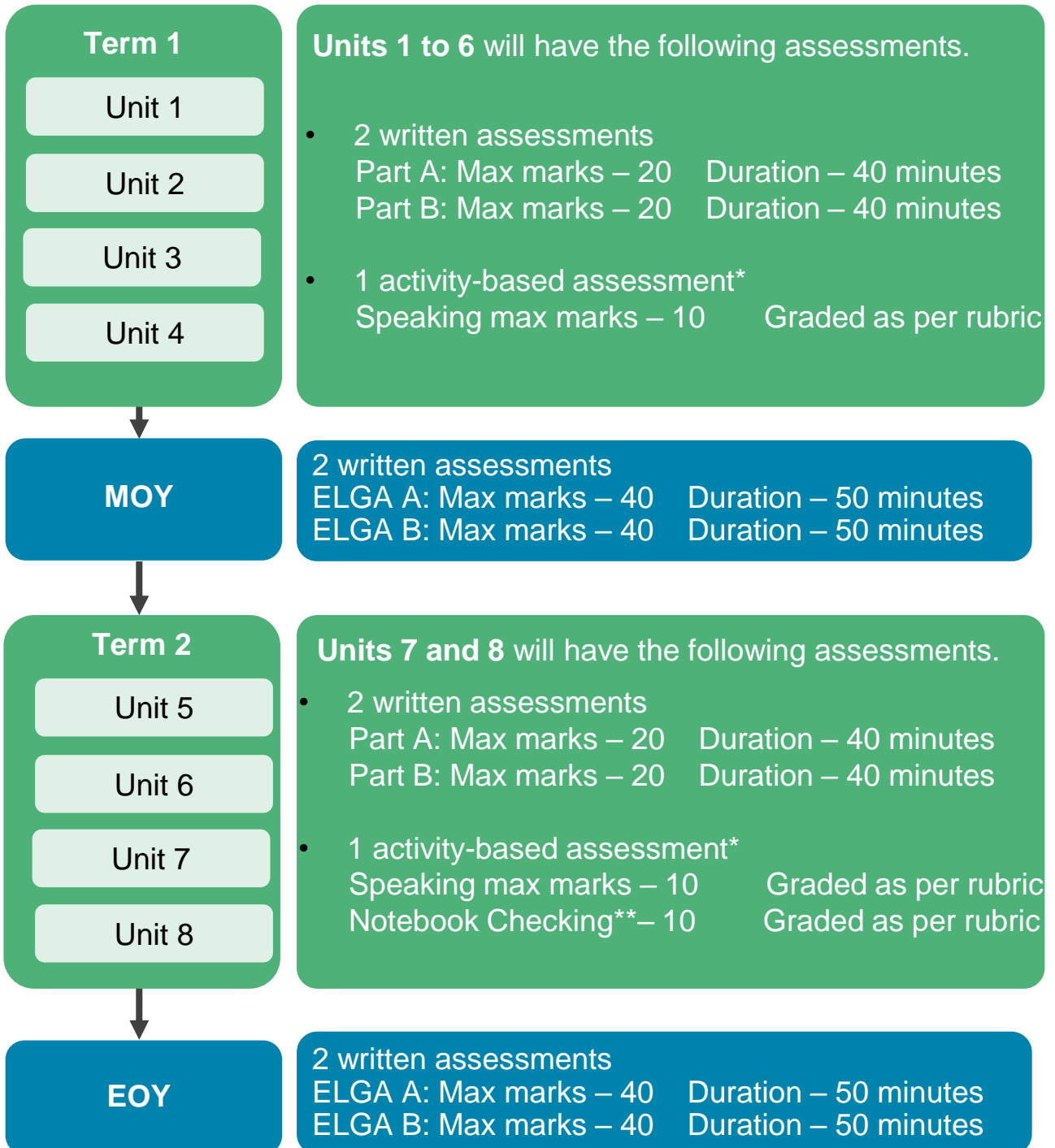
3. QR Codes

Students can access important videos at home by scanning these codes using the LEAD Student App



Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



*This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

** This is optional.

Assessment Framework

Unit Assessments

Units 1 and 2 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	10 marks
Writing	10 marks	Grammar	10 marks
Total	20 marks	Total	20 marks

Units 3 to 8 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	12 marks
Writing	10 marks	Grammar	8 marks
Total	20 marks	Total	20 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Assessment Framework

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	20 marks	Reading Comprehension*	24 marks
Writing	20 marks	Grammar	16 marks
Total	40 marks	Total	40 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.

Materials Required

You will need the following materials for the various activities that will be conducted over the two terms of the academic year.

To be taken from the school kit	To be bought locally
Unit 1: Level P1 – Poetry	Unit 1: P1 – Poetry <ul style="list-style-type: none"> • One ball • 2 Half chart papers per group • One A4 sized paper per group • One fourth chart paper per group
Unit 2: Level P2 – Poetry <ul style="list-style-type: none"> • One counter per student • One dice per group 	Unit 2: P2 – Poetry <ul style="list-style-type: none"> • One chart paper • Sellotape • 2 Half chart papers per group
Unit 3: Level Q1 – Science and Technology	Unit 3: Q1 – Science and Technology <ul style="list-style-type: none"> • A bag to keep student items • Two one fourth chart paper per group • Seven A4 sized papers
Unit 4: Level Q2 – Leadership	Unit 4: Q2 – Leadership <ul style="list-style-type: none"> • Coloured sheets • One chart paper • Paper clips • Markers/Sketch pens • Scissors • One bowl
Unit 5: Level R1 – Mystery	Unit 5: R1 – Mystery <ul style="list-style-type: none"> • Dice for each group from the Math Kit • Chart paper
Unit 6: Level R2 – Mass Media	Unit 6: R2 – Mass Media <ul style="list-style-type: none"> • Latest newspaper • A comic book • A bag or box to keep paper chits in
Unit 7: Level S1 – Kindness and Gratitude	Unit 7: S1 – Kindness and Gratitude <ul style="list-style-type: none"> • Plain white charts • Glue • Scissors • Black Markers • Sketch pens • A bundle of A4-sized plain sheets • A bundle of A4-sized coloured sheets • A magazine
Unit 8: Level S2 – Folktales	Unit 8: S2 – Folktales <ul style="list-style-type: none"> • Half chart paper for each group