

A Four-Week Recovery Program in Schools 2021-2022

GRADE 3



مقدمة عامة:

إنّ العودة إلى المدارس هذه السّنة وبعد غياب سنتين، بسبب جائحة كورونا من جهة، والأزمات التي تعصف بلبنان من جهة أخرى، تطرح تحدّيات كثيرة أمام نظام التّعليم بأكمله من الجهاز الإداري والتّعليمي إلى الأهل وصولاً إلى المتعلّمين أنفسهم، الذين كانوا أكثر المتضرّرين من البقاء ولفترة طويلة في البيوت، بعيداً عن جوّ التّفاعّل والتّواصل الاجتماعيّ الذي توفّره بيئة المدرسة، وفي ظلّ غياب فرص تعلّم عادلة فرضتها العوائق اللّوجستية والاقتصادية وغيرها.

من هنا، كان لا بدّ من إيلاء مسألة العودة إلى المدرسة هذه السّنة اهتماماً شديداً من قبل المعنّين، وبخاصّة عودة المتعلّمين الصّغار من أطفال الحلقة الأولى الذين يدخل عدداً وفيراً منهم المدرسة لأوّل مرّة، ما يستدعي وضع خطة مدروسة، تراعي الجوانب النفسيّة والاجتماعيّة والأكاديميّة لهم، فتعمل على معالجة الثّغرات في المكتسبات والمهارات بدءاً من الأهداف الأساسيّة وكفايات مرحلة الرّوضات، إلى مساعدتهم على الانخراط سريعاً في جوّ المدرسة ونظامها، ودعمهم نفسيّاً واجتماعيّاً عبر أنشطة التّعبير الانفعاليّ الاجتماعيّ وغيرها من الأنشطة والألعاب لتسريع عمليّة التّأقلم والتّواصل.

A Four-Week Recovery Program in Schools

The **Four-Week Recovery Program in English language** offers a selection of educational material that supports and motivates the students to get back to learning after being coercively disconnected from learning and/ or learning remotely due to the COVID-19 lockdown.

This content was developed bearing in mind the estimated conditions of the transitional phase of getting back to school for the first four weeks. It also considered the alterations and reductions of the educational material that took place during remote learning to establish strong foundations that would ensure the continuity and flexibility of learning during this scholastic year 2021-2022.

The plan envisioned for the four weeks:

- **An adaptation period during the first two days of week one** that will allow the students to become familiar with the classroom environment in its physical and social aspects through social and emotional learning activities validated by CRDP. The first week will also include reintroducing the students to classroom rules and educational resources to ensure their engagement in a safe and stimulating classroom environment.
- During the first week, a **teacher-led diagnostic assessment** will be conducted using the assessment tools for cycles one and two (Grades 1 to 6) provided by QITABI2 and validated by CRDP. This diagnostic assessment aims to offer rapid results enabling teachers to identify learning gaps and the levels of basic reading skills, fluency, and reading comprehension. Based on the results, teachers will be able to plan for differentiated learning instructions and remedial support.
- In the next three weeks (2 to 4), **in-class support will be provided to all students based on identified needs**. The literacy material and resources will target all language curriculum domains: Oral Communication, Listening Comprehension, Phonics and Phonemic Awareness, Reading Fluency, Reading Comprehension, Vocabulary, Grammar, and Written Communication. The learning objectives of in-class support are built on Grade 1 to Grade 6 prerequisites enclosed in the Lebanese National Curriculum.



As for the resources, *CRDP Inclusive Education: Screening Tools* will be used as supplementary material by teachers as needed. QITABI2 Grade 1 to 6 diagnostic tools, emergent reader e-kit, and activities from selected e-lessons will be used as resources over the period of four weeks. It's worth noting that all materials address different learning styles and students' developmental needs aiming at maximizing their engagement and learning. This material allows for implementation in different grouping settings: individually, with partners, in small groups, or as a whole class.

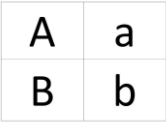

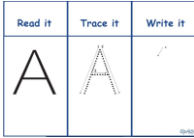
The teachers will have the freedom to choose from the suggested activities within the program based on their assessment of the needs of the students in each of their classes and the other variables that might change from one class to another.

To conclude, the aim of this learning recovery program is to support teachers to provide students with a solid school year start especially after learning discontinuity for most primary grade students, mainly those who had poor access to online learning.


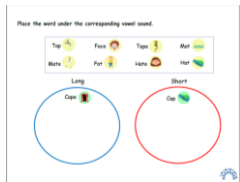
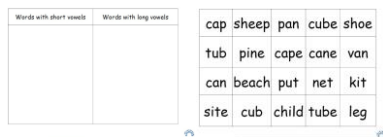
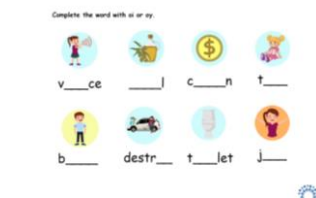



CYCLE 1- GRADE 3


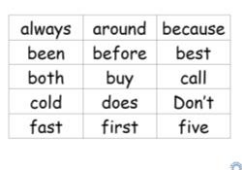

PREREQUISITES, OBJECTIVES, AND TOOLS

Prerequisites	Objectives	Tools	Resources		
			Name	Sample	Source
Demonstrating Alphabet Knowledge	<ul style="list-style-type: none"> Identify upper- and lower-case letters of the alphabet. Identify the letter that stands for a given sound. Recognize beginning, middle and ending sounds. Discriminate between short and long vowel sounds in known words. Identify the 'oo,' 'ea,' 'au,' 'ei,' 'oi,' 'aw,' 'ow,' 'ew,' 'oy' vowel blends/teams. 	Letter Names and Sounds Recording Sheet Emergent Reader E-Kit (refer to General Notes - a)	P.01-Alphabet Sets		QITABI 2 Supportive Material (validated by CERD)
			P.02-Find the Letter		QITABI 2 Supportive Material (validated by CERD)
			P.03-Read It, Trace It, Write It		QITABI 2 Supportive Material (validated by CERD)



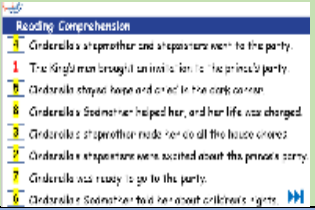
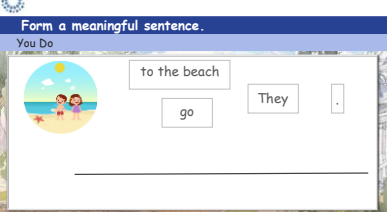


	<ul style="list-style-type: none"> Differentiate between the voiced and voiceless sounds for the diagraph 'th' in words. 		P.04-Letter Sounds		QITABI 2 Supportive Material (validated by CERD)
			P.06-Sorting Short and Long Vowels-2		QITABI 2 Supportive Material
			P.05-Sorting Short and Long Vowels-1		QITABI 2 Supportive Material (validated by CRDP)
			P.09-Oi and oy Blends		QITABI 2 Supportive Material (validated by CRDP)
			P.10-Voiced and Voiceless "th"		QITABI 2 e-Lessons (validated by CRDP)



Identifying Syllables	<ul style="list-style-type: none"> Identify syllables in words. Read syllables. 		P.08-Counting Syllables		QITABI 2 e-Lessons (validated by CRDP)
Reading Simple Words	<ul style="list-style-type: none"> Read words globally. 	Familiar Words - Grade 3	F.03-Familiar Words Mats-3		QITABI 2 Supportive Material (validated by CRDP)
Reading Fluency	<ul style="list-style-type: none"> Read (aloud and silently) independently. 		F.04-Short Leveled Stories		QITABI 2 Supportive Material (validated by CRDP)



Reading Comprehension	<ul style="list-style-type: none"> Identify key elements of a story, i.e., characters, plot, setting, etc. Ask and respond appropriately to comprehension questions. Ask and answer inference questions with 'wh' words. 		R.03-Read and Answer Questions-3		QITABI 2 Supportive Material (validated by CRDP)
Oral Communication	<ul style="list-style-type: none"> Give reasons (Justify) why you liked or disliked a character. Retell a story in sequence. 		R.04-What's Interesting about a Character		QITABI 2 e-Lessons (validated by CRDP)
			R.05-Rearrange Events of a Story		QITABI 2 e-Lessons (validated by CRDP)
Written Communication	<ul style="list-style-type: none"> Place scrambled words in the correct sequence. 		W.02-Rearrange Scrambled Words in a Sentence-2		QITABI 2 e-Lessons (validated by CRDP)



Readers' Categories

To analyze students' results in reading fluency and reading comprehension, teachers will be supported with performance indicators from the four reading categories for Fluency and Comprehension ¹: Beginner, Intermediate, Proficient and Advanced. The four categories performance indicators are aligned with the national curriculum G1- 6 students reading outcomes. Teacher will then be able to group students and plan evidenced based in -class support using resources that are aligned with specific students' needs

سَلَمُ التَّقْيِيم - المركز التربوي للبحوث والإنماء

سَلَمُ التَّقْيِيم من 6 مستويات (أ- ب- د- ج- هـ- و-) الطلاقة والفهم في المدرسة بناء على الجدول أدناه
أ = 10/10 ، ب = 10/8-9 (كفاية ثبت اكتسابها)
ج = 10/6-7 د = 10/4-5 (كفاية ثبت اكتسابها في حالة محددة، مع وجود بعض الصعوبات في تطبيقها على حالات أخرى)
هـ = 10/2-3 كفاية ما زال اكتسابها جزئياً
و = 10/0-1 كفاية غير مكتسبة

¹ ACTFEL Proficiency Guidelines 2012

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Cambridge Assessment English <https://www.cambridgeenglish.org/exams-and-tests/cefr/>



READING CATEGORIES: FLUENCY

Beginner	Intermediate	Proficient	Advanced
recognizes none or a few letters in their various positions	easily recognizes some letters in their various positions	easily recognizes most letters in their different positions	easily recognizes all letters in their various positions
shows ability to read none or a very few familiar words	shows the ability to read correctly and quickly some familiar words	shows the ability to read fluently and correctly most familiar words	demonstrates the ability to read fluently and correctly all familiar words required at grade level
doesn't show any phonic skills in reading words (segmenting, blending)	shows poor attempt to segment words	shows good attempt to segment words	shows very good attempt to segment words
rarely self-corrects errors	sometimes self-corrects errors	often self-corrects errors	self-correct errors most of the time



READING CATEGORIES: READING COMPREHENSION

Beginner	Intermediate	Proficient	Advanced
0/5 or 1/5 correct answers: This means that the student is still struggling with reading comprehension. Hence, it is recommended that he/she reads from previous grade levels.	2/5 correct answers: This means that the student is struggling with this reading level. Hence, it is recommended that he/she reads from previous level.	3/5 or 4/5 correct answers: This means that the student is reading at grade level. Hence, encourage more reading from the same level.	5/5 correct answers: This means that the student is excelling. Hence, it is recommended to encourage this student to read texts that are one or two levels above grade level.



Mapping of four Weeks

Be aware that there are several activities of different levels under each session. You can utilize the resources according to the needs of your class over the course of three weeks.

GRADE 3-WEEK 1	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Creating a Comfortable Atmosphere	<p><u>Class Meeting:</u> Greetings SEL activities Objective/s of the day</p> <p><u>Read aloud:</u> Teacher reads aloud to engage students in listening, discussing, reflecting, and expressing their feelings and thoughts.</p> <p><u>Classroom Rules and Routines:</u> Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.</p>	<p><u>Class Meeting:</u> Greetings SEL activities Objective/s of the day</p> <p><u>Read aloud:</u> Teacher reads aloud to engage students in listening, discussing, reflecting, and expressing their feelings and thoughts.</p> <p><u>Classroom Rules and Routines:</u> Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.</p>	<p><u>Class Meeting:</u> Greetings SEL activities Objective/s of the day</p> <p><u>Read aloud:</u> Teacher reads aloud to engage students in listening, discussing, reflecting, and expressing their feelings and thoughts.</p> <p><u>Classroom Rules and Routines:</u> Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.</p>	<p><u>Class Meeting:</u> Greetings SEL activities Objective/s of the day</p> <p><u>Read aloud:</u> Teacher reads aloud to engage students in listening, discussing, reflecting, and expressing their feelings and thoughts.</p> <p><u>Classroom Rules and Routines:</u> Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.</p>

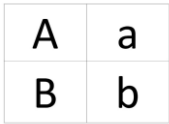



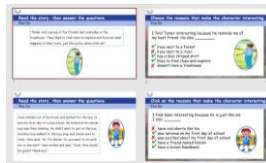
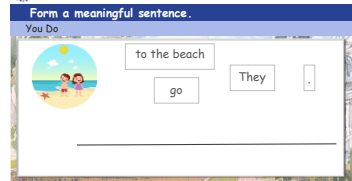


GRADE 3-WEEK 1	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Diagnostic Assessment	QITABI 2 Tools: Alphabet knowledge Sight Words (G2)	QITABI 2 Tools: Sight Words (G3)	QITABI 2 Tools: Reading Comprehension (Emergent Kit)	QITABI 2 Tools: Reading Comprehension (Emergent Kit)




Be aware that there are several activities of different levels under each session. The suggested activities below are meant to help teachers work with their students on different domains, where each session targets a specific domain. Thus, teachers can utilize the resources according to the needs of their students in order to plan for weeks 2_4.

GRADE 3-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Classroom Routine	Class Meeting: Greetings SEL activities Objective/s of the day Read aloud: Teacher reads aloud to engage students in listening, discussing, reflecting, and expressing their feelings and thoughts.	Class Meeting: Greetings SEL activities Objective/s of the day Read aloud: Teacher reads aloud Engages students in listening, discussing, reflecting, and expressing their feelings and thoughts.	Class Meeting: Greetings SEL activities Objective/s of the day Read aloud: Teacher reads aloud Engages students in listening, discussing, reflecting, and expressing their feelings and thoughts.	Class Meeting: Greetings SEL activities Objective/s of the day Read aloud: Teacher reads aloud Engages students in listening, discussing, reflecting, and expressing their feelings and thoughts.

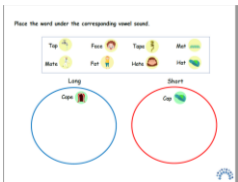



GRADE 3-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Teaching and Resources	<p><u>QITABI 2 Supportive Material (validated by CRDP)</u></p> <p>1. Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs)</p> <p>2. P.01-Alphabet Sets</p>  <p>3. P.02-Find the Letter</p> <p>Find letter Ee</p> <p>G t E y e R Q E C x e E V M n</p> <p>4. P.03-Read It, Trace It, Write It</p>	<p><u>QITABI 2 Supportive Material (validated by CRDP)</u></p> <p>1. Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs)</p> <p>2. P.09-Oi and oy Blends</p>  <p>3. P.10-Voiced and Voiceless "th"</p> 	<p><u>QITABI 2 Supportive Material (validated by CRDP)</u></p> <p>1. Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs)</p> <p>2. R.03-Read and Answer Questions-3</p>  <p>3. R.05-Rearrange Events of a Story-3</p>	<p><u>QITABI 2 Supportive Material (validated by CRDP)</u></p> <p>1. Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs)</p> <p>2. R.04-What's Interesting about a Character</p>  <p>3. W.02-Rearrange Scrambled Words in a Sentence-2</p> 



GRADE 3-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
	<div><div><div><div>Read it</div><div>Trace it</div><div>Write it</div></div><div><div>A</div><div>A</div><div></div></div></div></div> <div>5. P.04-Letter Sounds</div> <div><div><div>Read the word. Then, color the box where you hear the sound of letter 'a'. Is it at the beginning, in the middle, or at the end?</div><div><div></div><div></div></div><div><div></div><div></div><div></div></div></div></div> <div>6. P.05-Sorting Short and Long Vowels-1</div> <div><div><div>Words with short vowels</div><div>Words with long vowels</div></div><div><div>cap sheep pan cube shoe</div><div>tub pine cape cane van</div><div>can beach put net kit</div><div>site cub child tube leg</div></div></div> <div>7. P.06-Sorting Short and Long Vowels-2</div>	<div>4. F.03-Familiar Words Mats-3</div> <div><div><div>always</div><div>around</div><div>because</div></div><div><div>been</div><div>before</div><div>best</div></div><div><div>both</div><div>buy</div><div>call</div></div><div><div>cold</div><div>does</div><div>Don't</div></div><div><div>fast</div><div>first</div><div>five</div></div></div> <div>5. F.04-Short Leveled Stories</div> <div><div><div>Bird Bath</div><div><div>A bird flies into the bedroom. It is on a bed. It is on a book. It is in a box. Now it's in the tub!</div><div></div></div></div></div>	<div><div>Reading Comprehension</div><div><div>4 Cinderella's stepmother and stepsisters went to the party. 1 The King's men brought an invitation to the prince's party. 5 Cinderella stayed home and cried in the dark corner. 8 Cinderella's Godmother helped her, and her life was changed. 3 Cinderella's stepmother made her do all the house chores. 2 Cinderella's stepsisters were excited about the prince's party. 7 Cinderella was ready to go to the party. 6 Cinderella's Godmother told her about children's rights.</div></div></div>	



GRADE 3-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
	 <p>8. P.08-Counting Syllables</p> 			
Wrap-Up Time	Reflection on the day's learning	Reflection on the day's learning	Reflection on the day's learning	Reflection on the day's learning

General Notes:

- The Emergent Reader e-kit includes 4 parts for each letter.

In session seven (if applicable), the teacher can revisit and reinforce the content through **supportive activities**.

The CRDP Screening Tools is a **supportive resource** for teachers. (For cycle 1, refer to **Pack 1 Screening Tools by UNICEF**)



THANK YOU

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