

A Four-Week Recovery Program in Schools 2021-2022

GRADE 6

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 الإداريّ والتّعليميّ إلى الأهل وصولاً إلى المتعلّمين أنفسهم، الذين كانوا أكثر المتضرّرين من البقاء ولفترة طويلة في البيوت، بعيداً عن جوّ التّفاعّل والتّواصل الاجتماعيّ الذي توقّره 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 خطّة مدروسة، تراعي الجوانب النّفسية والاجتماعية والأكاديمية 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 نفسياً واجتماعياً 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 QITAB2 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 2- GRADE 6


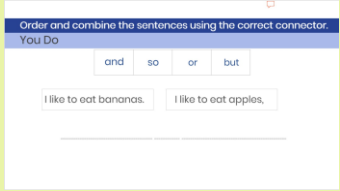

PREREQUISITES, OBJECTIVES, AND TOOLS

Prerequisites	Objectives	Tools	Resources		
			Name	Sample	Source
Oral Communication and Listening Comprehension	<ul style="list-style-type: none"> Take down specific information and structures. Talk about aptitudes, abilities and preferences. 	e-lessons	L.04-Listen and Fill in Tables	<p>G5.U1.L1 IO1 (Refer to General Notes - a)</p> 	QITABI 2 e-lessons (validated by CRDP)
			L.05-Talk About Yourself	<p>G5.U1.L1. IO1</p> 	QITABI 2 e-lessons (validated by CRDP)
Reading Comprehension	<ul style="list-style-type: none"> Ask and respond to 'Wh-', 'Yes/No' and 'T/F' questions in complete sentences. 		R.13-Leveled Reading Texts with Questions-6		- QITABI 2 supportive materials (validated by CRDP)


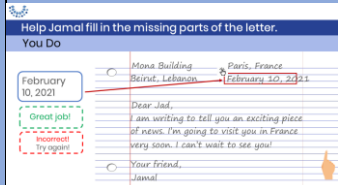


Prerequisites	Objectives	Tools	Resources		
			Name	Sample	Source
	<ul style="list-style-type: none"> Organize information in charts. 		R.14-Fill in a Summary Chart		QITABI 2 e-lessons (validated by CRDP)
	<ul style="list-style-type: none"> Categorize similarities and differences. 		R.15-Compare and Contrast		QITABI 2 supportive materials (validated by CRDP)
Phonics and Word Study	<ul style="list-style-type: none"> Understand the meaning of a word from context. 		V.01-Vocabulary in Context-1 V.02-Vocabulary in Context-2		QITABI 2 supportive materials (validated by CRDP)
Reading Fluency	<ul style="list-style-type: none"> Read grade-appropriate sight words. 		F.08-Familiar Word Mats-6		QITABI 2 supportive materials (validated by CRDP)



Prerequisites	Objectives	Tools	Resources		
			Name	Sample	Source
	<ul style="list-style-type: none"> Practice the intonation that goes with certain punctuation marks. 		F.11-Read It and Write It-6		QITABI 2 supportive materials (validated by CRDP)
Grammar	<ul style="list-style-type: none"> Join sentences using the connecting words and, but, or and so. Identify singular and plural nouns. 		G.03-Compound Sentences	G5.U1.L1.IO5 	QITABI 2 e-lessons (validated by CRDP)
			G.04-Singular and Plural Nouns		
Written Communication			W.05-Fill School Forms	G5.U1.L1.IO6	QITABI 2 e-lessons (validated by CRDP)



Prerequisites	Objectives	Tools	Resources		
			Name	Sample	Source
	<ul style="list-style-type: none"> Complete forms for school-related activities. Write letters to friends. 				
			W.06-Write Friendly Letters	<p>G5.U1.L2.IO6</p> 	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 6-WEEK 1	Sessions 1 & 2	Sessions 3	Session 4	Session 5
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 6-WEEK 1	Sessions 1 & 2	Sessions 3	Session 4	Session 5
Diagnostic Assessment	<u>QITABI2 Tools:</u> Sight words (Grade 5)	<u>QITABI2 Tools:</u> Sight words (Grade 6)	<u>QITABI2 Tools:</u> Reading Comprehension Text- A	<u>QITABI2 Tools:</u> Reading Comprehension Text- B

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



Teaching and Resources

QITABI 2 Supportive Material (validated by CRDP)

1. L.04-Listen and Fill in Tables

Read the sentences to fill in the table.

You Do

Samer likes red.
Karen likes blue.
Fahd and Rana like green.

Name	Red	Green	Blue
Samer	✓		
Karen			✓
Fahd		✓	
Rana		✓	

2. L.05-Talk About Yourself

Choose the correct picture.

You Do

I am good at football.



3. R.13-Leveled Reading Texts with Questions-6

QITABI 2 Supportive Material (validated by CRDP)

1. V.01-Vocabulary in Context-1

Read each sentence, then choose the correct meaning of the underlined word.

a) There, it was abandoned and lived all over the world.

 ☐ hated ☐ liked ☐ disliked

b) Some cats live in houses. Others spend their lives in huts or other buildings on a farm.

 ☐ tall buildings ☐ blue buildings ☐ farm buildings

2. V.03-Vocabulary in Context-3

Read the sentences, then choose the correct definition of the highlighted word.

a) The coach discouraged her for not stopping the ball from going into the net.

☐ Satisfied, pleased ☐ Praised, got approval ☐ Labeled as or put into disrepute ☐ Discouraged, got a prize

b) The showed great praises in the competition and won first prize.

☐ Satisfied, pleased ☐ Praised, got approval ☐ Labeled as or put into disrepute ☐ Discouraged, got a prize

3. F.08-Familiar Word Mats-6

QITABI 2 Supportive Material (validated by CRDP)

1. G.03-Compound Sentences

Order and combine the sentences using the correct connector.

You Do

and so or but

I like to eat bananas. I like to eat apples.

2. G.04-Singular and Plural Nouns

Add the letter/s needed to make the noun plural.

You Do

They play with (car) s....

i v e s

incorrect try again.

QITABI 2 Supportive Material (validated by CRDP)

1. W.05-Fill School Forms

Student Information

Name: _____

Age: _____

Place of Birth: ____/____/____

School Name: _____

Grade: _____

2. W.06-Write Friendly Letters

Help Jamal fill in the missing parts of the letter.

You Do

February 10, 2021

☐ Mona Building ☐ Beirut, Lebanon ☐ Paris, France ☐ February 10, 2021





Dear Jad,

I am writing to tell you an exciting piece of news. I'm going to visit you in France very soon. I can't wait to see you!

☐ Great job! ☐ Incorrect ☐ try again

Your friend,
Jamal



	<div><p>Read the words in the box. Write the words in the box.</p></div> <div>4. R.14-Fill in a Summary Chart</div> <div><p>Fill in the summary chart.</p><p>You Do</p><table><tr><td></td><td>Soja</td><td>Tala</td><td>Naji</td><td>Lara</td><td>Taj</td><td>Patani</td><td>Dana</td><td>Sam</td><td>Naser</td></tr><tr><td>Slide</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Swing</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Football</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div> <div>5. R.15-Compare and Contrast</div> <div></div>		Soja	Tala	Naji	Lara	Taj	Patani	Dana	Sam	Naser	Slide										Swing										Football										<table><tr><td>bird</td><td>letter</td><td>bell</td></tr><tr><td>cake</td><td>seed</td><td>doll</td></tr><tr><td>wind</td><td>ring</td><td>baby</td></tr><tr><td>bear</td><td>head</td><td>duck</td></tr></table> 	bird	letter	bell	cake	seed	doll	wind	ring	baby	bear	head	duck	<div><div>Read it</div><div>farmer</div><div>Write it</div><div></div></div>		
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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:

- a. The coding E.G.U.L stands for English, Grade, Unit, Lesson. These codes are used to reference the e-lessons created by QITABI2 and validated by CRDP.

In session six (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 2, refer to **Pack 2 Screening Tools by UNICEF**)



THANK YOU

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