A Four-Week Recovery Program in Schools
2021-2022

GRADE 2

مقدّمة عامّة:

إنّ العودة إلى المدارس هذه السّنة وبعد غياب سنتين، بسبب جائحة كورونا من جهة، والأزمات الّتي تعصفُ بلبنان من جهة أخرى، تطرح تحدّيات كثيرة أمام نظام التّعليم بأكمله من الجهاز الإداريّ والتّعليميّ إلى الأهل وصولًا إلى المتعلّمين أنفسهم، الّذين كانوا أكثرَ المتضرّرين من البقاء ولفترة طويلة في البيوت، بعيدًا عن جوّ التّفاعل والتّواصل الاجتماعيّ الّذي توفّره بيئة المدرسة، وفي ظلّ غياب فرص تعلّم عادلة فرضتها العوائق اللّوجستيّة والاقتصاديّة وغيرها.

من هنا، كان لا بدّ من إيلاء مسألة العودة إلى المدرسة هذه السّنة اهتمامًا شديدًا من قبل المعنيّين، وبخاصّة عودة المتعلّمين الصّغار من أطفال الحلقة الأولى الّذين يدخل عددٌ وفيرٌ منهم المدرسة لأوّل مرّة، ما يستدعي وضع خطّة مدروسة، تراعي الجوانب النّفسيّة والاجتماعيّة والأكاديميّة لهم، فتعمل على معالجة الثّغرات في المكتسبات والمهارات بدءًا من الأهداف الأساسيّة وكفايات مرحلة الرّوضات، إلى مساعدتهم على الانخراط سريعًا في جوّ المدرسة ونظامها، ودعمهم نفسيًّا واجتماعيًّا 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.
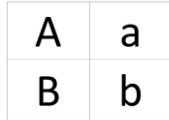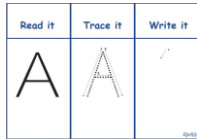
The teachers will have the freedom to choose from the suggested activities within the program based on their assessment of the needs of the students in each of their classes and the other variables that might change from one class to another.

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.
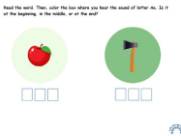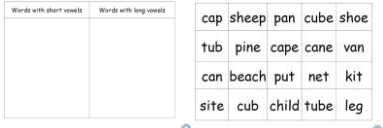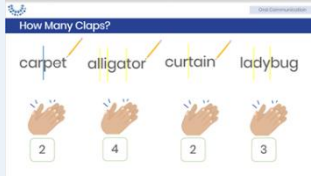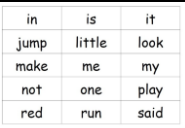
CYCLE 1- GRADE 2

PREREQUISITES, OBJECTIVES, AND TOOLS

Prerequisites	Objectives	Tools	Resources		
			Name	**Sample**	**Source**
Demonstrating Alphabet Knowledge	● 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.	Letter Names and Sounds Recording Sheet **Emergent Reader E-Kit** 26 letters -4 parts for each letter (refer to General Notes - a) 4 parts for 5 vowels-long sound	**P.01-Alphabet Sets**	A a B b	QITABI 2 Supportive Material (validated by CRDP)
			P.02-Find the Letter	Find letter Ee G t E y e R Q E C x e E V M n	QITABI 2 Supportive Material (validated by CRDP)
			P.03-Read It, Trace It, Write It	Read it Trace it Write it A A	QITABI 2 Supportive Material (validated by CRDP)

		(refer to General Notes - a)	P.04-Letter Sounds		QITABI 2 Supportive Material (validated by CRDP)
			P.05-Sorting Short and Long Vowels-1		QITABI 2 Supportive Material (validated by CRDP)
Identifying Syllables	• Identify syllables in words. • Read syllables.		P.07-Clapping for Syllables		QITABI 2 e-Lessons (validated by CRDP)
Reading Fluency	• Read words globally. • Read simple sentences. • Read independently a range of printed materials with fluency, accuracy, and understanding.	Familiar Words Assessment- Grade 1-List A Grade 1-List B Grade 2	F.02-Familiar Words Mats-2		QITABI 2 Supportive Material (validated by CRDP)
			F.04- Short Leveled Stories		QITABI 2 Supportive Material (validated by CRDP)
			F.05-Independent Reading	E.G1.U1.L1.IO4	QITABI 2 E-Lesson (validated by CRDP)

Reading Comprehension	● Identify key elements of a story, i.e., characters, plot, setting, etc. ● Ask and respond appropriately to comprehension questions.		**R.01-Read and Answer Comprehension Questions-1 & 2**	E.G2.U1.L1.IO3 	QITABI 2 E-Lesson (validated by CRDP)
Oral Communication	● Give reasons (Justify) why you liked or disliked a character.		**R.02-Favorite Characters in a Story**	E.G1.U1.L3.IO2 	QITABI 2 E-Lesson (validated by CRDP)
Written Communication	● Place scrambled words in the correct sequence.		**W.01-Rearrange Scrambled Words in a Sentence-1**	E.G1.U1.L3.IO6 	QITABI 2 E-Lesson (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.

سلّم التقييم ـ المركز التربوي للبحوث والإنماء

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

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[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 2-WEEK 1	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Creating a Comfortable Atmosphere	**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. **Classroom Rules and Routines:** Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.	**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. **Classroom Rules and Routines:** Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.	**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. **Classroom Rules and Routines:** Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.	**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. **Classroom Rules and Routines:** Teacher engages students in agreeing on essential classroom rules for a safe and effective classroom environment.

GRADE 2-WEEK 1	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Diagnostic Assessment	**QITABI 2 Tools:** Alphabet knowledge Sight Words (G1 List A) Sight Words (G1 List B)	**QITABI 2 Tools:** Sight Words (G2)	**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 2-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 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 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 to engage students in listening, discussing, reflecting, and expressing their feelings and thoughts.

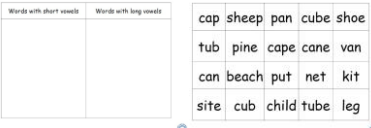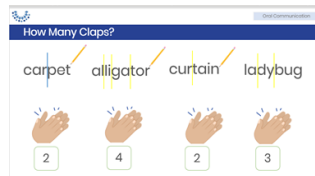| GRADE 2-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
Teaching and Resources	**QITABI 2 Supportive Material (validated by CRDP)** **1.** Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs)	**QITABI 2 Supportive Material (validated by CRDP)** **1.** Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs)	**QITABI 2 Supportive Material (validated by CRDP)** **1.** Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs) **2.** Identify key elements of a story, i.e., characters, plot, setting, etc. **3.** Ask and respond appropriately to comprehension questions.	**QITABI 2 Supportive Material (validated by CRDP)** **1**. Emergent Kit (All Alphabet Letters + short stories for teachers to choose from for in-class support based on students' needs) **2.** Give reasons (Justify) why you liked or disliked a character.
	2. P.01-Alphabet Sets 	2. F.05-Short Leveled Stories 	**R.01- Read and Answer Comprehension Questions-1 & 2**	**R.02-Favorite Characters in a Story** E.G1.U1.L3

GRADE 2-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
	3. P.02-Find the Letter Find letter Ee G t E y e R Q E C x e E V M n **4.P.03- Read It, Trace It, Write It** **5. P.04-Letter Sound** 	**3. F.02-Familiar Words Mats-2** | in	is	it
jump	little	look
make	me	my
not	one	play
red	run	said | **4. F.05-Independent Reading** E.G1.U1.L1.IO4 	E.G2.U1.L1.IO3 	(refer to General Notes - b) **3.** Place scrambled words in the correct sequence. **W.01-Rearrange Scrambled Words in a Sentence-1** E.G1.U1.L3.IO6

GRADE 2-WEEKS 2 to 4	Sessions 1 & 2	Sessions 3 & 4	Session 5	Session 6
	6. P.05-Sorting Short and Long Vowels-1 	Words with short vowels	Words with long vowels
---|---| | cap	sheep	pan	cube	shoe
tub	pine	cape	cane	van
can	beach	put	net	kit
site	cub	child	tube	leg | **7. P.07-Clapping for Syllables** E.G5.U1.L3.IO2 How Many Claps? carpet (2) alligator (4) curtain (2) ladybug (3)			
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 Emergent Reader e-kit includes 4 parts for each letter.

b. 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 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 Tool by UNICEF**)

THANK YOU

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