

Royal University of Bhutan
Paro College of Education
Spring Semester Examination – 2014

B.Ed (P) II - Reading and Writing in Lower Primary (ENG 203)

Full mark: 100

Time: 3 hours

Instruction: *you must answer all the questions. There are three sections to this paper. Section A consists of 30 marks, Section B consists of 20 marks and section C consists of 50 marks.*

Section A (15x2=30 marks)

This section consists of Multiple Choice Questions. All the questions are to be attempted.

Question 1

Choose the most appropriate response from the options given below and write it your answer booklet.

- a.is the ability to read for knowledge and write coherently and think critically about the written word.
 - i. Language
 - ii. Balanced literacy
 - iii. Emergent literacy
 - iv. Literacy
- b. Organizing or grouping separate pieces of information together is called as
 - i. Blending
 - ii. Chunking
 - iii. Grouping
 - iv. Diagraphs
- c. All of the following are characteristics of semantic cueing system EXCEPT
 - i. use letter sound symbol
 - ii. relationship between language and meaning
 - iii. makes use of contextual information
 - iv. fits with the sense of the story
- d. When we use the reading process, we make connections with personal experiences. This is a feature under

- i. Responding
 - ii. Reading
 - iii. Exploring
 - iv. Applying
- e. In “_____” the teacher reads aloud but stops periodically to ask a question or give a prompt; the students can jot down a response, turn and talk to a partner or small group, or share thoughts with the whole class.
 - i. Buddy reading
 - ii. Shared reading
 - iii. Read aloud
 - iv. Guided reading
- f. “Jaime sat for five minutes before beginning his assignment.” is an example of
 - i. Checklist
 - ii. Observation
 - iii. Anecdotal record
 - iv. Conference
- g. Using sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals is the definition for
 - i. Alphabetic writing
 - ii. Poetic writing
 - iii. Transactional writing
 - iv. Writing
- h. Around the _____ the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form.
 - i. 4th millennium BC,
 - ii. 2nd millennium BC,
 - iii. 3rd millennium BC,
 - iv. 5th millennium BC,
- i. Teachers can display a list of possible starters for beginning readers. E.g. Today we read about..... I was surprised when..... I. This is an example of

- i. Guided writing
 - ii. Shared writing
 - iii. Interactive writing
 - iv. Journal writing
- j. _____ a famous researcher in the field of literacy designed the running record tool used for analyzing a child's reading behavior.
 - i. Mary Clay
 - ii. Mary Smith
 - iii. Mary Jane
 - iv. Mary Hayley
- k. Which of this is not a strategy for working with words?
 - i. Story Chain
 - ii. Sentence structure
 - iii. Word families
 - iv. Vocabulary
- l. "Happy" in unhappiness is an example of
 - i. Suffix
 - ii. Prefix
 - iii. Root
 - iv. Homophone
- m. In the five steps of the Writing Process, the decision on a topic to write, consideration of target audience, brain storming ideas and conduct of research takes place in _____.
 - i. Drafting
 - ii. Proofreading
 - iii. Prewriting
 - iv. Revising
- n. _____ are notebooks in which the teacher and student participate in weekly written communication about the books the students read.
 - i. Readers response

- ii. Portfolio
 - iii. Observations
 - iv. Dialogue journals
- o. When the child reads the word and connects it to its meaning, the child is using his/ her _____ cueing system.
- i. Semantic
 - ii. Pragmatic
 - iii. Syntactic
 - iv. Graph phonic

Section B (30 marks)

(In this section there are two questions. You need to answer all the questions)

Question 2 Match the following.

(1x10=10marks)

| A | B |
|---|--|
| 1. Activating Background knowledge | a. Readers move beyond literal thinking to grasp meaning |
| 2. Connecting | b. Readers supervise their reading experience |
| 3. Drawing inferences | c. Readers use questions to direct their reading. |
| 4. Evaluating | d. Readers make thoughtful guesses about what will happen, |
| 5. Monitoring | e. Readers personalize their reading by relating what they are reading to their background knowledge. |
| 6. Predicting | f. Readers solve problems to regain comprehension |
| 7. Questioning | g. Readers combine the big ideas to create a concise statement. |
| 8. Repairing | h. Readers evaluate both the text itself and their reading experience. |
| 9. Summarizing | i. Readers create mental images of what they are reading. |
| 10. Visualizing | j. Readers make connections between what they already know and text information. |

Question 3 State whether the following statements are true or false (1x10=10)

- a. If a student knows that the “ch” sound is spelled “tch” when it follows a short vowel, the student has a better chance of spelling the word “kitchen” correctly.
- b. In the new English Curriculum, the teacher now assumes the role of a facilitator than all knowing.
- c. Interactive writing is a cooperative event in which teacher and children jointly compose and write text.
- d. Pre reading and pre writing exercises are not important as they confuse the students and are a waste of time.
- e. Writing is the key to unlocking the vault of the wisdom of the race.
- f. There are three types of making connection: text to self, text to text and text to the people.
- g. High frequency words are words that students encounter frequently in their reading and writing
- h. The first three things for the writer to consider are the topic, how much to write and what words to write.
- i. Reader’s theater is a post reading activity that fosters student’s fluency, word recognition, and comprehension.
- j. Exclusion brainstorming does not allow students to make connections or associations between words about a given topic.

Section C (50 marks)

In this section there are SEVEN questions. You need to answer any FIVE. Each question carries 10 marks.

Question 4

What is picture walk? Why is it important to do picture walk in the lower classes. Discuss how picture walks can be carried out. (1+3+6=10marks)

Question 5

Prepare a detailed lesson plan for any one level (PP-3) incorporating any of the three writing strategies discussed in the class. You can prepare your lesson for 45 minutes. Your lesson must fit into the conventional lesson planning. (3+7=10marks)

Question 6

Imagine you are going to do a Reader's Theatre with class III as an after- reading activity. Use this poem taken from the class III curriculum; develop a script suitable for the activity. **Do not forget to mention** the title and number/names of character/roles. Your script will be judged on your language, presentation and creativity. (3+3+4=10marks)

The Caterpillar And The Butterfly

- Enid Blyton

A caterpillar green and fat
Upon a juicy cabbage sat,
Eating all day through;
And when a dazzling butterfly,
Creamy-white, came sailing by,
They both said, "How d'ye do?"

"I hope you like my powdered wings,
They're just the very latest things,"
Said Butterfly, in glee.
"And see my tongue, so long and curled,
The finest one in all the world,
A treat for you to see."

"Poor caterpillar! You can't sip
The nectar from a flower's lip,
Nor fly the summer through!"

The caterpillar raised his head,
"Don;t pity me!" he rudely said,
"I'm better off than you!"

"I eat all day, I sit and stare,
I want no flying through the air,
I like to creep and crawl.
A butterfly I'd hate to be,
It's best to be a grub like me,

A caterpillar small!"

Then all the elves who listened near
Laughed like anything to hear
The quarrel 'twixt the two'
But neither the grub nor butterfly
Could ever guess, the reason why-
I know it though! Do you?

Question 7

Do you think it is important for primary teachers to teach children how to shape the alphabets? Give three reasons to support your view. Imagine you are going to teach pre primary children about letter formation. What are some of the strategies you will use in order to teach them to write the alphabets accurately? (3+7= 10marks)

Question 8

Given below is a sample of a child's reading. Calculate the accuracy rate of the child's reading. In which stage would you put the child and what observations can you make of the child's reading from these finding. (10marks)

Sample:

| | |
|---|--|
| Book title: The Dog and the Cat | Name of the child: Rigzang Tshomo |
| √ √ √ Who is this? | |
| √ √ √ This is <u>a</u> girl. -→ child omits a | |
| √ √ a √ I am ^ Dechen. → child inserts 'a' | |
| √ √ √ This is <u>my</u> cat. √ R → child repeats the word 'my' | |
| √ √ √ Who is this? | |
| √ √ √ √ | |

This is a boy.

✓ ✓ ✓

I am Dorji.

✓ ✓ ✓ ✓

This is my dog.

✓ ✓ ✓

This is Dorji's dog.

Dorji (SC) → child omits apostrophe 's' and self corrects (SC) later

✓ ✓ ✓ ✓

This is Dechen's cat.

✓ ✓ ✓ ✓ ✓ ✓

No, dog no. No, cat no.

✓ ✓ ✓ ✓ ✓ ✓

Here is Dechen. Here is Dorji.

He

(A✓)

→ child substitutes 'he' for 'here'. Then appeals (A✓) for help from the teacher to read this word.

✓

✓ ✓

Run dog run. Run cat run.

Red red (A/✓) → child mispronounces run as red. Then appeals for help in the 2nd sentence since she knows the 1st sentence made no sense.

Question 9

Mention any three methods of teaching reading in the lower primary classes. Choose any one method and briefly explain it. Write the details of how you will apply that method in the lower primary classrooms. (3+7=10marks)

Question 10

Write short notes on any TWO of the following (5x2=10marks)

- Word families
- Spelling strategies
- Exclusion brainstorming
- Chunking