

Autumn Semester Examination 2017
Paro College of Education
Royal University of Bhutan
Paro

Module: ENG203 (Reading and Writing in Lower Primary) **Programme:** B. Ed (P) **Level:** I

Writing Time: Three hours

Full Marks: 100

Instruction: Do not write during the first 15 minutes. Use this time for reading the questions. You will get full three hours for answering the questions. Write the answers to all the questions in the answer sheets provided by the college. Read the directions to each section and to each question carefully before answering the questions. Once the writing time begins, you are not allowed to ask questions, speak with others, or move around. Do not leave the examination hall before you are certain that all the questions, as directed in the paper, have been answered.

SECTION A
TWO questions -20 marks

Direction: This section consists of objective type questions. You do not have to copy the sentences onto your answer booklet. Write the question number and beside it your answer/s.

Question 1 (10 x 2)

Direction: Choose the correct answer from the choices provided and write it on your answer sheet.

- a. Using meaning and context to figure out an unfamiliar word is
 - A. Semantic cueing.
 - B. Syntactic cueing.
 - C. Linguistic cueing.
 - D. Grapha- phonic cueing.
- b. Using a quick survey of the text to get the main idea, identify text structure, and confirm or question predictions is
 - A. Skimming.
 - B. Predicting.
 - C. Previewing.
 - D. Guessing from context.
- c. Making text connections with personal experiences happens in the
 - A. Reading stage.
 - B. Applying stage.
 - C. Exploring stage
 - D. Responding stage.

- d. The stage where the child begins to draw somewhat recognizable shapes and may tell about the picture is the
 - A. Drawing stage.
 - B. Scribbling stage.
 - C. Random letter stage.
 - D. Semi-phonetic stage.
- e. An assessment tool which concentrates on describing incidents of a student's performance over a period of time is
 - A. Checklist.
 - B. Observation.
 - C. Running record.
 - D. Anecdotal Records.
- f. The poetry in which the first letters of each line are aligned vertically to form a word.
 - A. Haiku.
 - B. Acrostic.
 - C. Diamante.
 - D. Cinquains.
- g. The writing which is personal and often less formal than the other genres and shares news, explores new ideas, and records notes is
 - A. Journal.
 - B. Narrative.
 - C. Persuasive.
 - D. Expository
- h. The writing strategy which allows the teacher to observe and respond to the needs of individuals within the group is
 - A. Shared writing.
 - B. Guided writing.
 - C. Interactive writing.
 - D. Independent writing.
- i. In the writetraits, the use of rich, colourful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader is the
 - A. Voice.
 - B. Ideas.
 - C. Organization.
 - D. Word choice.

- j. When the reader extends the information from the text with the reader's own experience to create meaning beyond what is explicitly stated in the text, he or she is using the comprehension strategy of
- A. Predicting.
 - B. Monitoring.
 - C. Inferencing.
 - D. Connecting.

SECTION B
FIVE questions - 30 marks

Question 2

Direction: Write short notes on any FIVE in not more than 100 words. (5X6)

- a. Checklist
- b. Mock letters
- c. Conventions
- d. Running record
- e. Critical reading
- f. Morning message
- g. Invented spellings

SECTION C
FIVE questions - 50 marks

Direction: There are six questions in this section. Choose any FIVE.

Question 4 (10)

Plan a lesson incorporating three strategies of working with words for any one of the class levels (PP-III). You can choose a reader and plan your lesson around the reader for 45 minutes.

Question 5 (10)

Discuss three best strategies you will adopt in teaching reading and writing in the primary classes. Use evidences and your own experiences to support your reasons for selecting the strategies mentioned.

Question 6 (10)

Readers make use of the three cueing systems to make meaning from print. How would you get the students to internalize and use these questions to make meaning?

Question 7

(10)

There are twelve comprehension strategies that readers use to comprehend a text. Discuss any three.

Question 8

(10)

One way of motivating the young children to read is by using the 'BIG BOOK' with the children. Write down the detailed steps of how you will use the 'BIG BOOK' in class PP.

Question 9

(10)

Attached here is the writing sample of a class I student. Examine the sample carefully and answer the following questions.



Mr. Parson an 2 students. wen
after school to get bus.
Mr. Parson yell to the bus
driven and Oto yell too.
But he no here the yell.
She cri because she miss the
bus.

a. Discuss the child's strengths and weaknesses in writing.

b. Suggest two ways to support this child's writing.