

Autumn Semester Examination 2015
Paro College of Education
Royal University of Bhutan
Paro

Module: ENG203 (Reading and Writing in Lower Primary) **Program:** 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.

SECTION A

Instruction: This section consist of objective type and short answer questions. You do not have to copy the sentences onto your answer booklet. Instead write the question number and beside it the answer/s.

Question 1

(15x2=30)

Instruction: Each question in this section is followed by four possible choices of answers. Choose the most correct answer and write it down in the answer sheets provided.

- a. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as
- A. the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.
 - B. the individual's ability to read and write.
 - C. the learning to read and write (text and numbers), reading and writing to learn, and developing these skills and using them effectively for meeting basic needs.
 - D. about more than just words and meaning.
- b. Participation in a grand conversation or instructional conversation happens during _____ stage of the reading process.
- A. exploring
 - B. reading
 - C. responding
 - D. applying

- c. If a child tries to analyze how words are combined into sentences; how words are formed; how punctuations work; then the child is using
- A. Semantic cues.
 - B. Graphic cues.
 - C. Syntactic cues.
 - D. Pragmatic cues.
- d. “It was so dark. I could hardly see my hands and could hear only my breathing. I started getting goosebumps.” Drawing conclusions based on what the author is trying to tell but haven’t said it directly is
- A. determining the importance.
 - B. making inferences.
 - C. making connections.
 - D. inferencing.
- e. A balanced approach of teaching literacy includes all of the following components EXCEPT
- A. writing portfolio.
 - B. Oral language.
 - C. Writing.
 - D. Reading.
- f. Deki has an understanding of the communicative purpose of print, and can read repetitive books and write patterned sentences such as, I see a bird. I see a tree. I see a car. She falls in _____ of reading and writing.
- A. the developing stage
 - B. the beginning stage
 - C. the emergent stage
 - D. fluent stage
- g. An assessment that provides brief descriptions of incidents and behaviour and offer the teacher a way of assessing and recording aspects of students’ learning is called
- A. Observation.
 - B. Checklists.
 - C. Anecdotal.
 - D. Portfolios.
- h. The reader from the first list read first while the reader from the second list listens and follows along. The second reader picks up where the first reader stops. Pairs to ask each other about what was read. The instructional strategy used is
- A. Interactive Reading.
 - B. Guided Reading.
 - C. Shared Reading.
 - D. Buddy Reading.

- i. Notebooks in which the teacher and student participate in weekly written communication about books the students are reading are called
 - A. Dialogue Journals.
 - B. Double entry.
 - C. Interactive writing.
 - D. Journal writing.
- j. In one of the following stages, the child begins to draw somewhat recognizable shapes and may tell about the picture. The child may try to imitate writing, as well.
 - A. Drawing/picture writing stage.
 - B. Random letters stage.
 - C. Scribbling stage.
 - D. Semi phonetic stage.
- k. Exclusion brainstorming does not involve
 - A. making a list of words or phrases.
 - B. the pre-reading stage.
 - C. the background knowledge.
 - D. the words that fit with the topic.
- l. Which of the following best describes chunking?
 - A. develops skimming skill.
 - B. write synonyms for the new words in the text.
 - C. facilitates reading aloud.
 - D. write antonyms for the new words in the text.
- m. Which of the following best describes Morning Messages as a teaching tool?
 - A. Classroom display, word study and reading.
 - B. Word study, guided reading and paraphrasing.
 - C. Sight word, paraphrasing and establishing connection.
 - D. Reading, writing and verbal messages only.
- n. All of the following are true of guided writing EXCEPT
 - A. Guided writing sessions are short and focused.
 - B. Groups for guided writing are small flexible.
 - C. Students practice previously taught skills.
 - D. Teacher coaches students in a group
- o. Graphic organizers can be used for all EXCEPT as
 - A. alternatives to book reports.
 - B. specific reading assignment tools.
 - C. a fair draft of writing assignment.
 - D. exercises during the pre-writing stage.

Question 2

(1x10=10)

Instructions: Fill in each blank with the most appropriate word(s).

- a. The link between ideas and the logical sequence in writing is referred to as_____.
- b. In the _____ stage, children write words the way they sound, begin to leave spaces between words and spell many high frequency words correctly.
- c. 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.
- d. An instructional procedure by which the teacher guides a group of writers through the whole writing process is _____.
- e. Reports, Book Reviews, Project Reviews, Formal Letters and Advertisements are examples of _____writing.
- f. The thoughtful behaviors that students use to facilitate their understanding as they read is called_____.
- g. The words that students encounter frequently in reading and writing are called as _____ words.
- h. Preparing activity that teachers use to activate students' prior knowledge and expand their understanding about a topic before reading is called_____.
- i. The writing through which we express our ideas, thoughts, feelings, and opinions on a topic is known as_____ writing.
- j. In the _____stage, the writer may add, delete, substitute, and move ideas to refine the piece.

Question 3

(1x5=5)

Instruction: The statements given below may be true or false. Put the question number on your answer sheet and beside it write 'true' or 'false' for each statement.

- a. Vocabulary knowledge can be defined as the ability to go from the printed form of a word to its meaning.
- b. The beginning letters of single syllable words are called onsets. Example; for the word "call", the onset is "c" and the rime is "all".
- c. In the application stage of reading, a child is asked to write a similar rhyme or a story about their favourite animal after the reading of the rhyme, "Old Mc Donald had a farm."
- d. The limitations of a Read Aloud strategy are that students have no opportunity to read and the students may not be interested in the text.

- e. Simply teaching children to name the letters without the accompanying reading and writing experiences will not affect their development of the reading skill.

Question 4

(1x5=5)

Instruction: Identify each sentence type after reading and analyzing the sentences.

- a. I got in trouble so I can't go to the party, but it would have been fun.
- b. Mr. Morton, the best reading teacher in the world, taught me sentence structure.
- c. I left early so that I could get some work done, but I'll be back soon.
- d. Crossing the street is dangerous if you don't look both ways before you cross.
- e. Mom said that I can go to the museum with you but I have to be home early.

SECTION B

Essay Type Question- (50 marks)

Instruction: There are six sets of questions in this section. Each question carries 10 marks. Answer any FIVE of them.

Question 5

(5x2=10)

Instruction: Write short notes on any of these FIVE terms.

- a. Guided Reading
- b. Conferences
- c. Running record
- d. Drafting
- e. Syntactic cues
- f. Visualizing
- g. Brainstorming

Question 6

(10)

Independent Reading is a process in which readers read a book of their choice. Discuss four advantages of this reading strategy.

Question 7

(10)

Do we need to teach children the alphabets? Why? Explain four strategies you would use to teach alphabets to your students? Elucidate the point in depth.

Question 8

(10)

Plan a lesson incorporating the story provided below in which you must use four strategies of working with words. You can choose a level and plan your lesson for 45 minutes. Your lesson plan must fulfill the criteria of a conventional lesson planning.

Foolish Monkeys

Before several centuries, there was a very large, dense and dark forest. A group of monkeys arrived at the forest. It was winter season, and the monkeys struggled hard to survive the freezing cold nights. They were hunting for fire to get warm.

One night, they saw a firefly and considered it a dab of fire. All the monkeys in the group shouted 'Fire, Fire, Fire, Yeah we got fire!'

A couple of monkeys tried to catch the firefly and it escaped. They were sad as they could not catch the fire. They were talking to themselves that they couldn't live in the cold if they didn't get the fire.

The next night, again they saw many fireflies. After several attempts, the monkeys caught a few fireflies. They put the fireflies in a hole dug in the land and tried to blow the flies.

They blew the flies very hard without knowing the fact that they were flies!

An owl was watching the activities of the monkeys. The owl reached the monkeys and told them, 'Hey those are not fire! They are flies. You won't be able to make fire from it!'

The monkeys laughed at the owl. One monkey replied the owl, 'Hey old owl you don't know anything about how to make fire. Don't disturb us!'

The Owl warned the monkeys again and asked them to stop their foolish act. 'Monkeys, you cannot make fire from the flies! Please hear my words.'

The monkeys tried to make fire from the flies.

The Owl told them again to stop their foolish act. 'You are struggling so much, go take your shelter in a nearby cave. You can save yourself from the freezing cold! You won't get fire!'

One monkey shouted at the owl and the owl left the place.

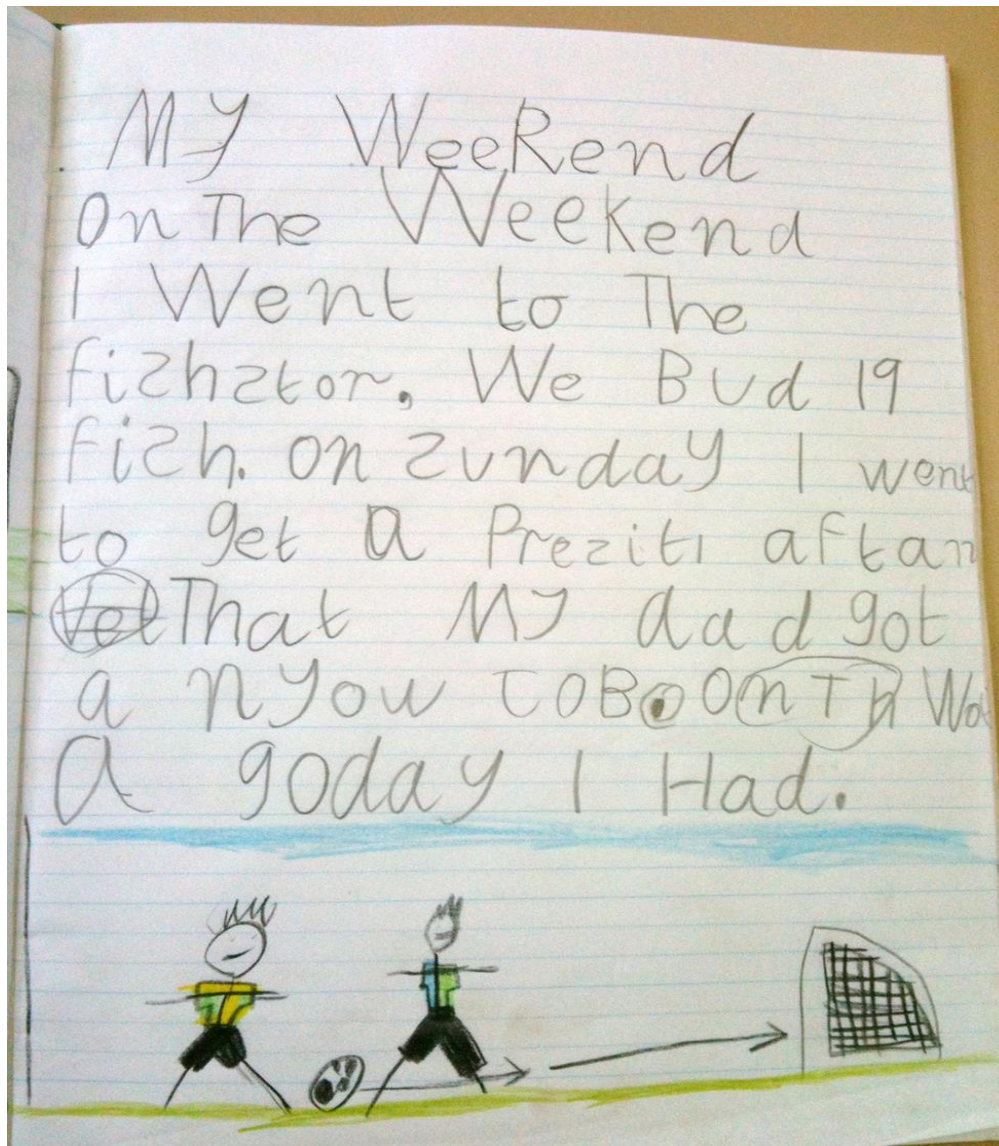
The monkeys were simply doing the foolish activity for several hours and it was almost midnight. They were very tired and realized that the words of the owl were correct and they were trying to blow a fly.

They sheltered themselves at the cave and escaped from the cold.

Source: <http://www.kidsworldfun.com/foolish-monkeys-story.php#sthash.sRppOjs2.dpuf>

Question 9**(10)**

Carefully study the writing sample of Drimed a Class I student. Develop a list of her strengths and weakness in writing. How can you help her improve her writing? Discuss three ways.

**Question 10****(10)**

Why do we need to assess students' writing? Prepare a rating scale for assessing student's writing behaviour.