

IC Newsletter
2011-2012



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Introduction

Dear All,

Welcome to the Integrated Curriculum English Course! We hope you had a very enjoyable summer holiday. We also wish that you will all have a successful year.

Information on Using the Newsletter

This newsletter is designed for English in the IC schools . Head teachers should read it if possible and provide a copy to the Senior English Teachers. The Senior English Teachers are expected to give a copy to each English teacher in their school. Senior Teachers should conduct meetings to discuss the issues covered in the newsletter.



General Information

You should receive the following in Grades 1 to 4

- Class Books: A and B *2011-2012*
- Skills Book: A and B *2011-2012*
- A Teacher's Book for each teacher in Grades 1- 4
- A and B Listening CD's for Grades 1-3
- A and B Songs and Rhymes CD's for Grades 1-3
- Big Books and Class Readers
- 5 new titles of Shared Reading Big Books per school for Grade 1. *(Attachement 1)*
- 56 titles for Reading Time for Grade 2 .*(Attachment 2)*
- 47 titles for Reading Time for Grade 3 .*(Attachement 3)*
- A pdf CD of the Class Book and Skills Book (for the Proxima)
- A Pronunciation CD for teachers *(Math and Science terms)*
- A Phonics Pronunciation CD for teachers
- A Class Resource Pack for Grades 2 and 3
- A wooden stand for each Grade 1 class (to support the Big Books used during Shared Reading sessions)
- A mat for Shared Reading, Shared Writing and other activities
- A small size white board for *Shared Writing* in Grades 3 and 4
- A book shelf to store and display class readers and Big Books



Dear Senior Teacher

- There is a new print of the Teacher's Book for Grades **2 , 3 ,** and **4.**
- There are **five** additional new titles for Grade **1** added for this academic year.*(Attachment 1).*It is important to use these five titles in Shared Reading sessions for Grade **2** children ,as this will help introduce children to the characters that appear in the Oxford Reading Tree stories. This would put children at ease when they do independent reading of the small size books in Reading Time in the second semester.
- Teachers continue with Shared Reading sessions in semester one of Grade 2 .However, in the second semester of Grade 2 the children will change to the ***Reading Time*** strategy. In Reading Time children choose a book from the Class Readers and read it independently
- There are new titles for Reading Time for Grades **2** & **3** *(Attachment 2 & 3).*

Dear Senior Teacher and Teachers

Reading

Reading is introduced to children in Grade 1 of the course. The curriculum integrates phonics into its overall approach to literacy. (see TB Introduction for further notes).

Shared Reading

This is a very important approach to reading. Make sure you read the notes in the TB carefully. Be aware that:

- Shared Reading occurs in Units 2, 3, 4, 5, and 6.
- The Shared Reading times are indicated in the TB lesson notes – this is to make sure you make time to do Shared Reading.
- A Shared Reading session should take around 20-30 minutes.
- One Big Book should be read four times in a unit (i.e. in the four sessions).
- You can choose which book you want to read in each unit.
- You should do different things in each session (see TB Introduction for further notes).



Writing

By the end of Grade 1, most of your children (above 75%) should be able to form letters correctly (i.e. use starting points, correct direction, ending points, exit strokes and correct locations on or below the line) and write simple words and phrases.

This year, remember to:

- Model Alfred font when you write.
- Model a positive attitude to writing and stress accuracy.
- Check children are 'ready to write' before they start writing (e.g. have correct sitting posture, pencil hold and paper position).
- Treat pre-writing activities as writing activities. Before children colour, draw, trace or track, make sure they 'ready to write'.
- Some triangular barrelled pencils are provided in the CRP for those children who have particular difficulty holding a pencil correctly.

Monitoring and assessment

The IC course gives you more time so you can focus on learning rather than finishing the syllabus. In this course, Grades **1- 4** children will be working independently on activities during the lesson. Use this time to

- observe and identify the specific problems experienced by individual children (e.g. pencil hold, anti clockwise circles, correct sitting position, letter sounds) particularly for Grades **1 & 2** and Grades **3 & 4** if needed.
- sit with children and talk to them about their learning (e.g. Did you like the activity? Why did you write that answer?)
- be prepared to give individual children specific support (e.g. hold the pencil together, give an additional extension or supporting activity – from Unit 7, the additional activities or your own design).

Unit 7

- **unit 7** is designed as a consolidation unit where activities can be used throughout the semester as revision at the end of the semester, according to children's needs and teacher's discretion

Class Readers

- The Class Readers should be on the shelves in the classroom.
- All regions except Muscat will receive Grade **2** Class Readers.
- The **6** new schools in Muscat will receive Class Readers for Grade **3**



Changes

- Grade 3 Class Book Unit 6.

Attached are the proper copies of pages 53 and 58 to be photocopied and distributed to children to be attached / stapled into their books. (Attachment 4)

Your role as a Senior Teacher

Meetings and Workshops

You can get teachers involved in various ways, for example

- Ask teachers to share their existing understanding and experience (e.g. phonics, framing learning, formative assessment).
- Invite teachers to list the areas they would like further understanding.
- Discuss aspects related to the curriculum such as Shared Reading, Reading Time.
- Challenge teachers to find articles that support the topic of the meeting (e.g. phonics, framing learning, formative assessment)
- Ask teachers to peer observe relevant activities and reflect on them in the meeting, or ask teachers to model a literacy activity while peers observe then reflect on their observations.
- Plan a time line where each specific area is given a focus in the meetings.
- Invite teachers who have competencies in those areas to plan staff activities.
- Do have regular meetings with your staff . In your meetings, spend 10 minutes or more, focusing on professional development. In addition to that identify meaningful subjects for discussions for workshops within the school

We hope you have a great year.





Attachment 1

Shared Reading Big Books

Grade 1 , 2011-2012

5 new titles

No	Title	Publisher
1	The Rope Swing	Oxford Reading Tree
2	By the Stream	Oxford Reading Tree
3	A Cat in The Tree	Oxford Reading Tree
4	Nobody wanted to play	Oxford Reading Tree
5	The Egg Hunt	Oxford Reading Tree





Attachment 2

Reading Time Books
Grade 2 , 2011-201

Book title	Publisher
1. Kipper's Diary (Stage 1+ First sentences)	Oxford Reading Tree
2. Top Dog (Stage 1+ More First sentences A)	Oxford Reading Tree
3. Go On Mum (Stage 1+ More First sentences A)	Oxford Reading Tree
4. What Dogs Like (Stage 1+ More First sentences A)	Oxford Reading Tree
5. Go Away Cat (Stage 1+ More First sentences A)	Oxford Reading Tree
6. Look After Me (Stage 1+ More First sentences A)	Oxford Reading Tree
7. See Me Skip (Stage 1+ First Phonics Stories)	Oxford Reading Tree
8. Can You See Me (Stage 1+ First Phonics Stories)	Oxford Reading Tree
9. Good Dog (Stage 1+ First Phonics Stories)	Oxford Reading Tree
10. The Pet Shop 11. (Stage 1+ Patterned Stories)	Oxford Reading Tree
12. Good Old Mum (Stage 1+ Patterned Stories)	Oxford Reading Tree
13. Fancy Dress (Stage 1+ Patterned Stories)	Oxford Reading Tree
14. At the Park (Stage 1+ Patterned Stories)	Oxford Reading Tree
15. New Trainers (Stage 2 Stories)	Oxford Reading Tree
16. A New Dog (Stage 2 Stories)	Oxford Reading Tree
17. What a Bad Dog (Stage 2 Stories)	Oxford Reading Tree
18. The Go Kart (Stage 2 Stories)	Oxford Reading Tree
19. The Dream (Stage 2 Stories)	Oxford Reading Tree
20. The Toy's Party (Stage 2 Stories)	Oxford Reading Tree
21. Creepy Crawly (Stage 2 Patterned Stories)	Oxford Reading Tree
22. Naughty children (Stage 2 Patterned Stories)	Oxford Reading Tree
23. Monkey Tricks (Stage 2 Patterned Stories)	Oxford Reading Tree
24. The Hole in the Sand (Stage 2 First Phonics)	Oxford Reading Tree
By The Stream (Stage 3 Stories)	Oxford Reading Tree
25. The Rope Swing (Stage 3 Stories)	Oxford Reading Tree
26. The Egg Hunt (Stage 3 Stories)	Oxford Reading Tree





Attachment 2

Title	**Publisher**
Stage 1: Animal World Pack (Pink Band) 1. Hide and Seek 2. The Lost Toy	**Storyworlds** [Heinemann]
Stage 2: Animal World Pack (Red) 3. Bingo and the Bone 4. Bingo wants to Play 5. The Big Surprise 6. Yum Yum	**Storyworlds** [Heinemann]
Stage 3: Our World Pack (Yellow:) 7. The Empty Lunch Box 8. The Lost Coat 9. The Robots 10. The See-saw	**Storyworlds** [Heinemann]

Title	**Publisher**
1. Teddy's Big Day(Little Explorer A)	Macmillan
2. The Biscuit Man (Little Explorer A	Macmillan
3. Daisy and Danny (Little Explorer B)	Macmillan
4. A Fun Day Out (Little Explorer B)	Macmillan
5. In the Jungle (Young Explorer 1)	Macmillan
6. Daisy has the Hiccups (Young Explorer 1)	Macmillan
7. Going to the Beach (Young Explorers 1)	Macmillan
8. The Bike Race (Young Explorers 2)	Macmillan
9. See You Soon (Young Explorers 2)	Macmillan





Attachment 2

Title	Publisher
1. The Very Wet Dog (Pink 1A)	Collins Big Cat
2. The See-saw (Pink 1B)	Collins Big Cat
3. The Robot (Pink 1B)	Collins Big Cat
4. Up Up and Away (Red 2A)	Collins Big Cat
5. Cat and Dog play Hide and Seek (Red 2A)	Collins Big Cat
6. Tec and the Cake (Red 2A)	Collins Big Cat
7. What's for Breakfast (Red 2B)	Collins Big Cat
8. Woody's Week (Red 2B)	Collins Big Cat
9. The Little Egg (Yellow 3)	Collins Big Cat
10. The New Kite (Yellow 3)	Collins Big Cat





Attachment 3

Reading Time Books
Grade 3 , 2011-201

Title	Publisher
1. Eek! Look at this [red]	Rigby Star and Lighthouse
2. Super Shopping [yellow]	Rigby Star and Lighthouse
3. Be Quiet! [yellow]	Rigby Star and Lighthouse
4. The Computer Game [yellow]	Rigby Star and Lighthouse
5. The Dentist [yellow]	Rigby Star and Lighthouse
6. Josie and the Baby [yellow]	Rigby Star and Lighthouse
7. Rush Hour [yellow]	Rigby Star and Lighthouse
8. Grandpa [yellow]	Rigby Star and Lighthouse
9. I can't open it! [yellow]	Rigby Star and Lighthouse
10. Funny ears [yellow–non-fiction]	Rigby Star and Lighthouse
11. What's it made of? [blue – non-fiction]	Rigby Star and Lighthouse
12. Josie's new coat [blue]	Rigby Star and Lighthouse
13. Vroom! [blue]	Rigby Star and Lighthouse
14. Mrs Mog's Cats [blue]	Rigby Star and Lighthouse
15. Stone soup [green]	Rigby Star and Lighthouse
16. Yo-yo a go-go [green]	Rigby Star and Lighthouse
17. The Singing Giant (story)[green]	Rigby Star and Lighthouse
18. How does water change?[green non-fiction]	Rigby Star and Lighthouse
19. Too Much Talk [green]	Rigby Star and Lighthouse
20. Is it a fruit? [orange-non-fiction]	Rigby Star and Lighthouse
21. Stop Look and Listen [red]	Rigby Star and Lighthouse
22. My Breakfast [red]	Rigby Star and Lighthouse
23. They all ran Away [red]	Rigby Star and Lighthouse

24. The Three Bears [red]	Rigby Star and Lighthouse
25. You can't catch me [red]	Rigby Star and Lighthouse
26. Kenji's haircut [red]	Rigby Star and Lighthouse
27. Stuck in the mud [red]	Rigby Star and Lighthouse
28. Please mum! [red]	Rigby Star and Lighthouse
29. Our camping trip [blue]	Rigby Star and Lighthouse
30. Meg's cat [blue]	Rigby Star and Lighthouse





Attachment 3

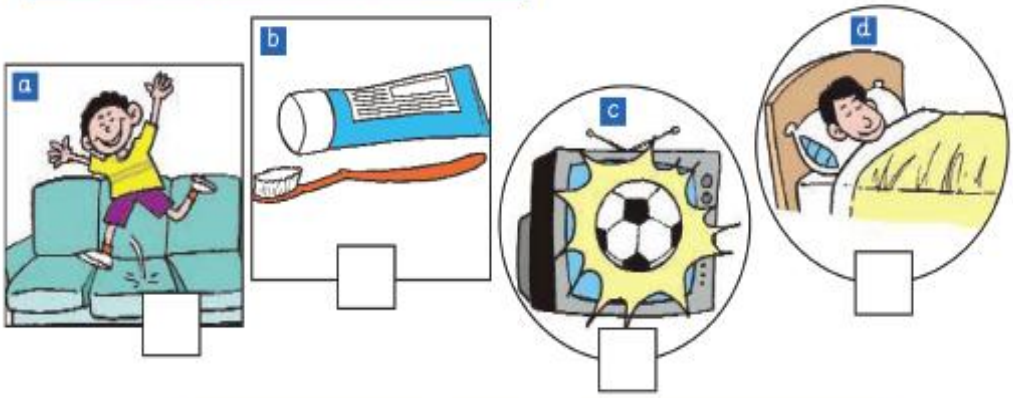
Title	Publisher
1. At the Dump (Red 2B)	Collins Big Cat
2. Pond Dipping (Red 2B)	Collins Big Cat
3. Where is the Wind? (Red 2B)	Collins Big Cat
4. Funny Fish (Blue 4)	Collins Big Cat
5. Mojo and Weeza and the New Hat (Blue 4)	Collins Big Cat
6. Mojo and Weeza and the Funny Thing (Blue 4)	Collins Big Cat
7. I want a Pet (Green 5)	Collins Big Cat
8. Jodie the Juggler (Green 5)	Collins Big Cat
9. The Magic Pen (Green 5)	Collins Big Cat
10. Scary Hair (Green 5)	Collins Big Cat
11. Kind Emma (Orange 6)	Collins Big Cat
12. Morris Plays Hide and Seek (Orange 6)	Collins Big Cat
13. The Brave Baby (Orange 6)	Collins Big Cat
14. Chewy Hughie (Turquoise7)	Collins Big Cat

Title	Publisher
1. House for Sale (Stage 4 Stories)	Oxford Reading Tree
2. The New House (Stage 4 Stories)	Oxford Reading Tree
3. The Play (Stage 4 Stories)	Oxford Reading Tree



Attachment 4

Match the pictures to the rules.

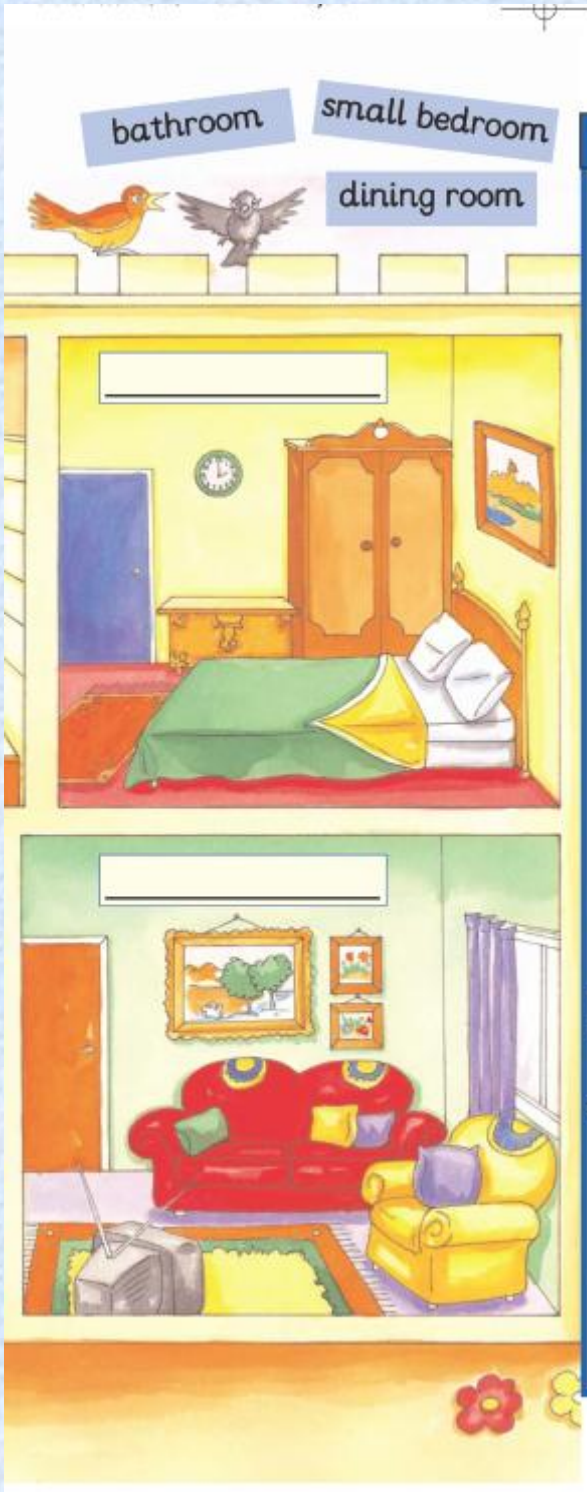


Home Rules

1. Children must go to bed at 9 o'clock. ☐
2. Children must brush their teeth. ☐
3. Turn off the lights when you leave the room. ☐
4. Put rubbish in the bin. ☐
5. Do not play with balls in the house. ☐
6. Do not jump on the sofa. ☐
7. Do not eat food in the bathroom. ☐
8. Do not fight. ☐



Attachment 4



Listen and write the numbers.

Sami ☐

Paul ☐

Naila ☐

John ☐

1 I live in a big house. It's got five bedrooms, three bathrooms, a dining room, a living room and a kitchen.

2 I live in a small house. It's got three bedrooms, two bathrooms, a living room and a kitchen.

3 I live in a big house. It's got four bedrooms, three bathrooms, a dining room, a living room and a kitchen.

4 I live in a small house. It's got two bedrooms, one bathroom, a living room and a kitchen.