

# Developing Reading Skill Among the Learners of Fifth Standard in a Rural Area in Maranjana

A term paper submitted to the Department of English in Partial Fulfilment for the award of the Degree of Masters in English



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➤ GUIDE’S CERTIFICATE	i
➤ DECLARATION	ii
➤ PLAGIARISM CERTIFICATE	iii
➤ ACKNOWLEDGEMENT	iv
➤ PROJECT OVERVIEW	1
➤ INTRODUCTION	2
➤ RATIONAL	3
➤ METHODOLOGY	4
➤ PARTICIPATING SCHOOL	4
➤ LITERATURE REVIEW	5
➤ LANGUAGE NEED ANALYSIS	6
➤ LANGUAGE TEACHING	12
➤ THE PROJECT’S FINDING	20
➤ THE PROJECT IMPACT	21
➤ FEEDBACK FROM THE ENGLISH TEACHING LANGUAGE TEACHER	24
➤ RECOMMENDATION	25
➤ CONCLUSION	26
➤ THE PROJECT TEAM	26
➤ BIBLIOGRAPHY	29
➤ APPENDICES	30

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### **GUIDE'S CERTIFICATE**

This is to certify that the term paper entitled **Developing Reading Skill among the Learners of Fifth Standard in a Rural Area in Maranjana**, submitted by Group B - Nanda Devi Borah (ENG-40/23), Manorama Baro (ENG-51/23), Leena Basumatary (ENG-29/23), Ananya Changmai (ENG-24/23) and Momi Begum (ENG-11/23) is the result of their own investigation carried on under my supervision in the Department of English, Mahapurusha Srimanta Sankaradeva Vishwavidyalaya. The students have fulfilled all the requirements for the award of the degree of Masters of English.

Date:

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## DECLARATION

We, the members of group B- Manorama Baro(ENG-51/23), Ananya Changmai(ENG-24/23), Leena Basumatary(ENG-29/23), Momi Begum(ENG-11/23) and Nanda Devi Borah (ENG-40/23), students of 4<sup>th</sup> semester, Department of English, Mahapurusha Srimanta Sankaradeva Vishwavidyalaya(MSSV), Guwahati Unit, do hereby declare that this term paper entitled “Developing Reading Skill among the Learners of Fifth Standard in a Rural Area in Maranjana” is an original work of ours and is result of our own intellectual efforts, under the guidance of Dr. Bibha Devi, Assistant Professor, Department of English, MSSV, Guwahati Unit.

We do hereby also declare that this term paper has not been submitted by us to MSSV or any other institute or university for the award of any other degree. The similarity index is within permissible limits set by the university.

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## PLAGIARISM CERTIFICATE

## ACKNOWLEDGEMENT

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We would like to offer our gratitude to all of the team members' parents and family. They have been supporting us and inspiring us in times of confusion and uncertainty. We are grateful to have each other, the project team, always supporting the other when one stumbles.

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## PROJECT OVERVIEW

The project title *Developing Reading Skill Among the Learners of Fifth Standard in a Rural Area in Maranjana*, focuses on improving the learners' reading skill as to be recognized as a fluent reader. This initiative targets fifth standard learners, generally of the 10-11 years age group and is designed to be implemented for five working days. This project started with an interrogative session with the teachers, to know about the various methods used inside the classroom. An interactive session with the learners was also conducted to create a positive environment among the learners. And through analysis of the learners, a basic reading assessment was conducted as well to evaluate each of the learners' current level of reading. Based on the findings in need analysis, variety of teaching activities like skimming for decoding the main ideas, sequencing for arranging the events in a logical order, accuracy for clarity in reading and fluency through the repetitive usage of tongue twisters were curated by the project team. Resources like prescribed English textbooks, worksheets and audio-visual tools were used to support the learning process of the learners. Guided and supportive learning techniques are also included to address individual learning needs. This project aims to see improved pronunciation, vocabulary knowledge, fluency in reading, deeper comprehension and a development in genuine interest in reading habits among the learners of the fifth standard. The focal point of the project is to enhance the learners' reading skills through a combination of interactive and engaging activities such as a word basket, reflecting and repeating, sequencing task, mouth warm-up, fill in the blanks, guided reading and picture talk and word prediction. These components are designed to develop variety of subskills of reading in a comprehensive manner. Picture talk and word prediction aims to build word knowledge and improve comprehension through contextual exercises. Sequencing tasks are designed to help learners in arranging sentences in correct or logical order, which contributes in sharpening their understanding of the structure. Mouth warm-up and reflecting and repeating activities are designed to improve better pronunciation, clarity and fluency, making the reading sessions more expressive. Activities like fill in the blanks enable the learners to extract the main ideas effectively through recalling, promoting critical thinking. Guided reading activities boost fluency and accuracy in reading. In addition to these, test activities have also been designed, such as picking up a topic and reading it aloud, encouraging creative thinking. Timed reading of the poem also helped in increased fluency of the learners and confidence under pressure. Together, these activities created a positive and enriching environment that took initiative in the development of comprehensive reading skills among the learners.

## INTRODUCTION

Reading is among the fundamental skills which dictate the academic success in an individual's life. Reading is not just a matter of sorting out activities but something which involves comprehension, interpretation, and critical thinking. Fluency in reading and reading to understand empower learners to gain knowledge for all the subjects, stimulate imagination, and foster independent learning.

The team visited Maranjana Milijuli Lower Primary School as a part of the term paper completion needs. The project team was introduced to a whole new side of the classroom. New as it was the first time in front of the learners' desks and not behind it. The team got to know about a lot of things such as managing the learners to maintaining the learners' interest and facilitate their diverse learning needs both in cases of reading to learn and learning to read. But there were hurdles that needed to be crossed for the development of reading skill among the learners of fifth standard. For instance, a few were unable to pronounce words, were also unaware of meanings and some of them did not understand the reference to context.

The key objective is to develop the skill of reading in those rural area learners because their basic sub-skills of reading like pronunciation and fluency are being overlooked. The teacher concentrates fully on the textbook recommended in their syllabus which is why the learners fall short in reading and smoothly understanding to articulate a word. The teacher does not actively monitor their reading or writing capabilities. Furthermore, the learners are not consistently exposed to bookish knowledge or meaningful language, which can adversely affect their vocabulary, comprehension and language skill. While many of them do not have access to academic support at home, some of their families lack active reading habits or comprehension of the significance of reading, making it even harder to build a strong reading culture outside the classroom.

This term paper is about developing the reading skills among the learners of rural regions(here, Maranjana Milijuli L. P. School representing the condition of government schools in rural areas) and overcoming the challenges by giving them activities related to skimming, sequencing and fluency, which helps in the development of reading skills in learners of the fifth standard of Maranjana Milijuli Lower Primary School, Maranjana. This research attempts to create a model to enhance reading skills that can be applied in other comparable rural settings. The main purpose of conducting the group visit is to develop the reading skill among the learners from rural area in Maranjana. The methodology followed in this project is activity



based and learners-centric approach that emphasized participation and skill integration. The purpose of doing the need analysis is to help us to understand what the learners actually lack. The findings revealed gaps in vocabulary development, sequencing ability, fluency and comprehension. So, activities were designed to overcome on that basis. The purpose is to develop reading subskills like skimming, sequencing and fluency. The outcome of the project finding was positive. The impact of the project will help the learners to read fluently, and to know the meaning what they are finding difficult to understand and to read aloud without feeling shy or anxiety to socialize.

The term paper is based on the premise that all learners, wherever they are from, which may include both geographical and socio-economical backgrounds, are worthy of access to the tools and possibilities that reading has to offer. The term paper hopes not only to enhance the reading abilities but also enable learners in Maranjana to be confident, inquisitive, and able readers.

## **RATIONAL**

This report takes a closer look at the key subskills that support fluency and accuracy in language learning, since both are essential for clear and effective communication. The focus is on understanding how these two areas connect and influence overall language ability. Fluency involves things like phonological awareness, being able to quickly recall words, knowing how to build sentences, and managing conversations smoothly. Accuracy, on the other hand, includes correct grammar use, choosing the right words, handling word forms properly, and fixing mistakes when they happen. Breaking these down helps highlight what really matters in language development and how teaching and assessment can better support learners. The goal is to help shape teaching methods and materials that encourage a good balance between speaking smoothly and speaking correctly something that can really boost confidence and communication skills across different settings.

## **METHODOLOGY**

- **Primary sources:**
  - i. Conducted interactive sessions with the learners with creative playful activities to keep them engaged and interested.
  - ii. Targeted the participation skills and confidence levels of the learners with insights gained from the need analysis, through individual activities, random participation and unbiased appreciation.
- **Secondary sources:**
  - i. Aiming on the learners' specific and diverse learning requirements and areas that needed special importance like pronunciation, fluency and comprehension, depending on the learner by engaging them in reading a poem or solving an interactive task.
  - ii. Provide each learner with a handout containing the pre/while/post stage activities and questions to solve, setting a specific time limit for learners to read/evaluate the context and answer the questions.

## **PARTICIPATING SCHOOL**

The team conducted the project work in Maranjana Milijuli Lower Primary School, Maranjana, which is a co-educational institution located in Assam, India. It is in Maranjana village under Rangia block in Kamrup district. The Maranjana Milijuli L.P School was established in 1983 and offers classes from pre-primary to class-V with Assamese as the medium of instruction. In class-V, the numerical figure of learners is sixteen, with diverse levels of learning. The school has 5-6 staff members, excluding the non-teaching staff. The appointed English teacher for the fifth grade currently is Miss Manashi Das. Although the school provides basic facilities such as tap water for drinking and mid-day meals for the learners of all standards, it lacks resources like a playground, a working library and a computer aided learning resource.

## LITERATURE REVIEW

Developing reading skills among primary school learners, particularly in rural settings, has been a consistent focus in language education research. This term paper explores existing literature and curricular materials that relate to reading development, classroom strategies, and policy directions relevant to the context of fifth standard learners in Maranjana.

The primary instructional material used in this project is *Beginners English-5* (Assam Textbook Production and Publication Corporation Limited), which is a prescribed textbook for the fifth standard in government schools in Assam. The textbook is designed to introduce foundational English language skills, including reading, and contains simple passages, vocabulary exercises, and reading comprehension activities. However, like many regionally produced materials, it assumes certain levels of linguistic exposure that rural learners may lack, thereby necessitating contextual adaptation in teaching strategies.

Kristine Brown and Susan Hood's *Academic Encounters: Life in Society* offers insights into how thematic content and real-life contexts can aid in language acquisition. While it is intended for higher-level learners, the book's approach to integrating content with language learning supports the idea that reading should be linked with meaningful themes and experiences. This perspective is especially useful when designing activities that aim to engage learners through culturally or socially relevant material.

The National Education Policy (NEP) 2020 by the Government of India emphasizes foundational literacy as one of the top priorities in early education. The policy highlights the need for innovative pedagogies, multilingual approaches, and the integration of reading with understanding, rather than rote learning. This aligns with the current project's goals, as it encourages a shift from textbook-dependent teaching to interactive, learner-centered reading practices.

Tom Hutchinson and Alan Waters, in *English for Specific Purposes: A Learning-Centred Approach*, argue that language instruction should be guided by the specific needs and context of the learners. Their emphasis on learner-centered design is relevant in rural classrooms, where socio-economic backgrounds and limited exposure to English often hinder the development of reading fluency. Applying this perspective, the project attempts to tailor reading instruction to the realities of fifth standard students in Maranjana, rather than relying solely on standardized materials.

These sources provide a multi-faceted view of reading instruction-from textbook content and learner engagement to educational policy and learner-specific methodologies. The current project builds on these foundations to create a more inclusive and effective reading environment for rural learners.

## **LANGUAGE NEED ANALYSIS**

Reading is a major skill that significantly affects the efficiency and overall academic performance of the learners. Fifth standard can be seen as a pivotal moment in the academic lives of the learners as it shows the progression from learning to read to reading to learn. The stage is essential as it sets the foundation of the learners' analytical thinking, interpretation and self-directed learning. In order to recognise the strengths and weaknesses of the learners, it is very necessary to carry out a need analysis test. The needs analysis also plays an important role for the researchers understanding of the learners specific learning requirements. Thus, a detailed analysis of the learners' reading skills at this point is both appropriate and impactful in forming effective classroom experiences.

This need analysis is done to evaluate the current reading proficiency levels of fifth grade learners, to identify the specific learning needs and obstacles faced by the learners in reading, to determine the individual reading strengths and progress needed in fluency, vocabulary and comprehension and to know the gaps between expected and actual reading performance of the learners. The primary resource of the analysis is where the research team conducted a short interactive session with the learners to gain deeper insights and examine the learners' confidence levels and participation skills. The secondary resource can be traced back to where the researchers engaged the learners in reading a poem All Thing Bright and Beautiful from their prescribed English textbook to identify the learners' reading skills including pronunciation, fluency and comprehension. The learners were also provided with handouts which contained a reading passage and questions to solve by setting a specific time limit for learners to read the passage and answer the questions.

Reading is a skill that strongly affects how well students learn and perform in school. During the interactive session with the fifth standard learners, the team observed their reading habits, challenges and areas where they needed support. Despite their struggles, the learners were very

cooperative. They engaged actively, asked questions and followed instructions well. The team also spoke to their English teacher and learned that they use helpful teaching tools like guided reading, individual reading, picture aids and blending techniques to support fluency. The teacher also uses both English as well as the students' mother tongue to make learning easier. The team noticed that students were at different reading levels. While some needed a lot of help, some did well on their own and a few were in mid. A major issue was low motivation as many students said they rarely read outside of classroom, which limits their vocabulary and makes it harder to understand complex sentences. However, students responded better when reading tasks had clear goals, such as finding answers to questions. This kept them focused. Introducing key words before reading and using pictures also helped them understand better. The team faced some challenges during reading activities. It was hard to keep all students focused, especially those who struggles with basic words. Some lost interest with longer texts, and others were shy about reading aloud due to fear of making mistakes. Managing different reading levels in the same class was also tough some needed extra support, while others finished quickly and got restless. These experiences helped us think of more fun and engaging activities to keep students interested and support their different needs in learning to read and reading to learn.

The activities that were used during analysis are listed below:

➤ **ACTIVITY 1:**

**Level:** Class V

**Age:** 10-11 years

**Language skill:** Reading

**Sub-skill:** Fluency in reading

- **Activity:** Timed reading
- **Aims:**
  - i. Evaluating the learners' reading speed and accuracy to improve the fluency in reading of the learners.
  - ii. Evaluating the learners' confidence and encourage in reading within given time period to improve accuracy.

- **Objectives:**

- To evaluate the learners to understand and express the tone and nature of the sentence while reading.
- To evaluate the learners to read the poem within increase speed and accuracy.

- **Material:** *All Things Bright and Beautiful* (textbook reference).

- **Procedure:**

- Read the poem *All Things Bright and Beautiful*.
- Hand out copies of the poem to each of the learners and ask the learners to read the poem silently.
- Let the learners read the poem aloud individually after the allotted time is over.
- Note down the time taken by each learner to read the poem, their pronunciation as well as accuracy.

- **Instructions:**

- Provide learners with a selected reading poem.
- Ask learners to read the passage silently and take note of any unfamiliar words or phrases.
- Let the learners read the passage aloud, individually to assess their fluency by setting timer.

The poem used during this activity:

[All Things Bright and Beautiful](#)

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.  
Each little flower that opens,  
Each little bird that sings,  
He made their glowing colours,  
He made their tiny wings.

➤ **ACTIVITY 2:**

**Level:** Class V

**Age:** 10-11 years

**Language skill:** Reading

**Sub-skill:** Skimming

- **Activity:** Skim the passage.
- **Aims:**
  - i. Evaluating the learners' essential skill for exams, where learners need to quickly read and understand the passages.
  - ii. To help the learners to understand the main idea.
- **Objectives:**
  - i. To evaluate the learners' ability to quickly understand the central idea of the passage.
  - ii. To evaluate the learners' ability to identify important details such as names in the passage.
- **Materials:** A passage on *Let Us Know About The Birds*.
- **Procedure:**
  - i. Clearly state the objective of the activity to identify the main idea and key information in the passage.
  - ii. Distribute the passage that is to be skimmed.
- **Instructions:**
  - i. Instruct learners to skim the passage quickly, focusing on the heading.
  - ii. Set a time limit for learners to skim the passage.
  - iii. Let the learners skim the passage and identify the main idea and key information.

The passage and questions used during this activity:

Let us know about the birds:

We can observe different kinds of birds in our surrounding. Some birds are kept as pets like parrots which can be taught to speak and are green



in colour. Sparrows are known as the smallest of birds that can

be found in a garden. The pigeon is a grey coloured bird

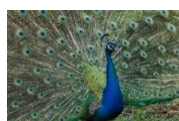


and the

dove is white in colour. Peacocks are big with colourful feathers.



The crow is black in colour and is very smart. All these birds are amazing and



are wonderful to watch.



**Q. Now answer the following questions:**

- I. Which bird can talk?  
○
- II. Which is the smallest bird mentioned above?  
○
- III. Which birds are grey, white and black in colour?  
○
- IV. Which bird has colourful feathers?  
○

➤ **ACTIVITY 3:**

**Level:** Class V

**Age:** 10-11years

**Language skill:** Reading

**Sub-skill:** Sequencing

- **Activity:** Deep's daily routine-mix and match



- **Aims:**
  - i. To evaluate the learners' ability to sequence the daily routine events in correct order.
  - ii. To evaluate the learners' comprehension of sentence capacity which also develops their reading skills.
- **Objectives:**
  - i. To evaluate the learners' ability to identify and understand the sequence of Deep's daily routine.
  - ii. To evaluate the learners' recall of daily activities.
- **Materials:** Passage of Deep's daily routine in paper print (handout).
- **Procedures:**
  - i. A short discussion will be done on Deep's daily routine.
  - ii. The concept of sequencing Deep's daily routine in the correct order will be explained.
  - iii. Giving them a handout of jumbled sentences to arrange in the correct order.
  - iv. Asking them to sequence Deep's daily routine according to their own understanding.
  - v. Discuss the correct sequence with the whole class.
- **Instructions:**
  - i. Ask them to read Deep's daily routine passage carefully.
  - ii. Ask them to understand Deep's daily routine.
  - iii. Ask them to arrange it in the correct order of Deep's daily routine and get ready with their answers.

The passage and questions used during this activity:

#### Deep's Daily Routine

Deep woke up early in the morning. Then he brushed his teeth and packed his backpack. He then got dressed and went downstairs for breakfast. Then he said goodbye to his mom and left

for school. At school, he attended his classes and played with his friends during lunch break. After lunch, he attended more classes and then went home on the school bus.

**Q.** Arrange the following events in Deep's day and put them in the correct order:

- i. Went home on the school bus.
- ii. Got dressed.
- iii. Played with friends during lunch break.
- iv. Had lunch.
- v. Said goodbye to mom and left for school.
- vi. Brushed his teeth and packed his backpack.
- vii. Attended classes.
- viii. Went downstairs for breakfast.
- ix. Wakeup early in the morning.

## **LANGUAGE TEACHING**

In language teaching, the project team has focused on reading skill, as a process of helping out the learners in acquiring the ability of understanding and reading the text or a passage in a more fluent manner. It involves various activities using pre, while and post stages of reading to test the proficiency level of the learners. Thus, language teaching plays a vital role in personal, academic and communicative development .

Activity:- 1

Level:- Class-V

Age:- 10-11years

Language Skill:- Reading

Subskill:- Vocabulary knowledge

Activity:- Picture Talk and Word Prediction

Pre-Reading Stage:-

- Aims:-
  - a) To enable the learners to know the meaning of the unknown words.

b) To make the learners breakdown new words and spell them with little or no help.

- Objective:- To enable learners to decode more words from the text independently.
- Material:- Hand out of a picture of an elephant.
- Procedure:-
  - a) Show a handout of an elephant.
  - b) Ask the learners what they know about an elephant.
- Instruction:- To make the learners read the words repeatedly that they decode from the picture.

In the pre-reading stage activity Picture Talk and Word Prediction using vocabulary knowledge as sub skill of reading a handout of a picture of an elephant was provided to the learners. The visual image of an elephant was provided to the learners to make the learning easier and interesting for the learners. As vocabulary knowledge is the foundation for improving the reading skills, this activity aims to focus on learners' ability to recognize colour like 'grey' and know the meaning of the word like 'creature' and spell the word correctly, which is essential for improving reading comprehension. Predicting the words related to the picture prepares the minds of the learners to participate actively, which increases their focus during reading.

Language Skill:- Reading

Subskill:- Accuracy

Activity:- Guided Reading and Underlining New Words

While-Reading Stage:-

- Aims:-
  - i. To improve the learners' fluency and comprehension in reading.
  - ii. To encourage the learners in actively participating in a reading activity.
- Objective:- To make the learners understand the text accurately.
- Material:- Hand out of a written passage on the topic 'elephant'.
- Procedure:-
  - i) The guide reads aloud slowly and makes the learners follow silently.
  - ii) To make the learners read aloud in pairs.

- Instruction:- Ask the learners to underline any new or difficult words (e.g.:- trunk, tusks, gentle).

The passage used during this activity:-

“The elephant is a big creature. It has a long trunk and white tusks. It lives in the forest. It eats grass and leaves. The elephant is strong but gentle”.

During the while-reading stage the activity Guided Reading and Underlining new words, using accuracy as a sub skill of reading is designed to help the learners to read the passage correctly, by focusing on accurate pronunciation, vocabulary knowledge and understanding the passage for promoting reading habits. Reading aloud with the guide helps the learner to identify the words they are lacking behind. And making the learners to underline the unfamiliar words help them to know the accurate meaning of the words for comprehension. To build a strong will among the learners for fluency as they interact with any text or passage.

Language Skill:- Reading

Subskill:- Summarizing

Activity:- Fill in the blanks

Post-Reading Stage:-

- Aims:-
  - i) To evaluate the understanding of the learners about the comprehension by filling up the missing.
  - ii) To recall the main concept from a given passage.
- Objective:- To recognize the specific key details in the text to develop their reading skill.
- Material:- Provide a word box with simple words.
- Procedure:- Give the learners a short paragraph with blanks to fill.
- Instruction:- Ask the learners to read aloud the words mentioned in the word box and to fill up the blank space using the correct words in it.

The assessment used to test the comprehension of the learners during this activity:-

Word box:- elephant, trunk, tusks, forest, leaves

The \_\_\_\_\_ is a big creature. It has a long  
\_\_\_\_\_ and white \_\_\_\_\_. It lives in the  
\_\_\_\_\_ and eats grass and \_\_\_\_\_.

In the post-reading stage using summarizing as subskill within the reading skill, the fill in the blank activity was given to the learners to recall and organize the specific key information from the given passage in a meaningful and structured way. Through this activity the learners are encouraged to identify the main ideas from the text or passage. Ultimately, summarizing help the learners' ability to understand and express the essence of what they have read.

## **Activity:- 2**

Level:- Class-V

Age:- 10-11years

Language Skill:- Reading

Subskill:- Fluency

Activity:- Mouth warm-up

Pre-Reading Stage:-

- Aims:-
  - i) To develop the confidence among the learners in reading aloud the text with clarity.
  - ii) To enhance the correct and clear pronunciation of words of the learners.
- Objective:- To prepare mouth muscles and awareness of tricky sounds.
- Material:- Provide a tongue twister to the learners.
- Procedure:-
  - i. Open and close mouth slowly.
  - ii. Stick tongue out, move it left, right and circles.
- Instruction:-
  - i. Ask the learners to read aloud the vowels a, e, i, o, u three times each.

- ii. Ask the learners to read aloud the provided tongue twister:- She sells seashells by the seashore.

In the pre-reading stage, the mouth warm-up activity using fluency as a subskill within the reading skill was given to the learners to prepare their articulatory muscles for confident and expressive reading. By engaging in mouth exercises before reading aloud, helps the learners to improve their ability to produce sounds accurately without stumbling over words.

Language Skill:- Reading

Subskill:- Fluency

Activity:- Practicing pronunciation

While-reading stage:-

- Aims:-
  - i. To improve pronunciation with correct rhythm.
  - ii. To enable accurate decoding of words during the time of reading.
- Objective:- Practice clear pronunciation using tongue twister
- Material:- Provide a tongue twister.
- Procedure:-
  - i. The guide reads a tongue twister slowly and clearly.
  - ii. The learners repeat the line, focusing on pronunciation every sound clearly.
- Instruction:-
  - i. Ask the learners to gradually increase their speed in reading out the tongue twister.
  - ii. Ask the learners to repeat the given tongue twister:- Fresh fried fish, fish fresh fried.

During the while-reading stage Practicing Pronunciation activity using fluency as a subskill of reading, is designed to help the learners in reading aloud the texts or passage correctly. This kind of reading helps the learners to understand the texts more deeply and encourage learners to express themselves while becoming fluent and confident readers.

Language Skill:- Reading

Subskill:- Fluency

Activity:- Reflecting and repeating

Post-reading stage:-

- Aims:-
  - i. To improve reading fluency through enjoyment and repetitive language patterns.
  - ii. To encourage creative thinking by practicing challenging sound combination.
- Objective:- To strengthen the learners' confidence in oral reading which contribute to improve reading fluency.
- Material:- Write down the tongue twister given to the learners.
- Procedure:- Pair the learners up to practice saying the tongue twister to each other.
- Instruction:- Ask the learners to write or talk about which word sounds were easy or hard to say clearly.

In the post-reading stage, Reflecting and Repeating activity, using fluency as a subskill of reading, the learners were asked to make a pair and practice the tongue twister looking at each other's face. The objective of this activity was to make the learners to correct each other's mistake, to develop a competitive mindset. So, that the learners take more initiative in learning and reading whatever text is given to them.

### **Activity:-3**

Level:- Class-V

Age:- 10-11years

Language Skill:- Reading

Subskill:- Sequencing

Activity:- Word Basket

Pre-Reading Stage:-

- Aims:-
  - i. To help the learners in recognizing and arranging the main ideas in correct sequence.
  - ii. To encourage close reading of the text.
- Objective:- To enable the learners to identify the beginning, middle and ending structure of the story of a passage.
- Material:- Provide words like brought, crushed, frosting, detective.
- Procedure:- Learners take turns in picking a word.
- Instruction:- Ask the learners to enact the word and discuss the difficult words.

In pre-reading stage, the Word Basket activity using sequencing as a subskill of reading, some words were provided to the learners. The objective of this activity was to develop their vocabulary knowledge by enacting the words. It enhances the learners' ability to organize events or main ideas of the text in a logical order.

Language Skill:- Reading

Subskill:- Sequencing

Activity:- Reading Out Loud (A Sweet Surprise)

While-Reading Stage:-

- Aims:-
  - i. To improve learners' ability to retell the main ideas accurately using the correct order.
  - ii. To develop reading fluency of the learners through guided reading.
- Objective:- To enable collaborative learning through group reading or discussion.
- Material:- A hand out on *A Sweet Surprise* was provided.
- Procedure:- The guide begins by discussing the concept of surprises with the learners.
- Instruction:- Ask the learners to read aloud with the guide and to listen carefully the sequence of events in the passage.



The passage provided to the learners during this activity:-

### **A Sweet Surprise**

It was Rhea's birthday, and she brought cupcakes for the whole class. But when she opened the box, one cupcake was crushed. "Oh no!" she said. "Who squished my cupcake?" Detective Kabir put on his paper hat and looked for clues. First, he saw pink frosting on the floor. Then he found a tiny shoe print near the table. Next, he noticed a napkin with frosting stuck to it. Finally, he saw Milo, the class rabbit, licking his paws behind the bookshelf! "Milo must have jumped on the table!" laughed Kabir. Rhea smiled, "I guess even bunny loves cupcakes." Case closed - with a sweet surprise.

During the while-reading stage, Reading Out Loud activity using sequencing as a subskill of reading, a passage on *A Sweet Surprise* was provided to the learners. The main objective of this activity was to promote attentive way of reading to improve learning in an interactive environment.

Language Skill:- Reading

Subskill:- Sequencing

Activity:- Sequencing task

Post-Reading Stage:-

- Aims:-
  - i. To improve memory.
  - ii. To build narrative understanding.
- Objective:- To promote active reading.
- Material:- A hand out of a Sequencing task.
- Procedure:- Read the given passage attentively.
- Instruction:- Ask the learners to put the events in the passage in correct order

The Sequencing task provided during this activity:-

Put the story events in the correct order.

A. Kabir saw frosting on the floor.

B. Rhea found a crushed cupcake in the box.

C. A napkin with frosting was found.

D. Milo, the rabbit was found behind the bookshelf.

In the post-reading stage, the Sequencing task using sequencing as a subskill of reading the learners appear to identify the events of the passage in correct order. It helps the learners to become a more thoughtful reader, capable of reconstructing a text with clarity, which helps in growing up as a more fluent reader.

### **THE PROJECT'S FINDING**

Reading is one of the most important skills children learn in school. Throughout the project the team tried to understand their reading skill and find out how much they can read well with fluency and to know about their knowledge. Reading helps them to understand the world, gather information, enjoy stories, and build knowledge. In class V, learners are expected to read with fluency and understand what they are reading. This project report explains what the team found when they looked at the reading skills of learners. They checked their reading skills through various activities like fluency, skimming, and tongue twisters. To test their fluency in reading, the team gave them their prescribed textbook's poem *All Things Bright and Beautiful* and told them to read aloud without any mistakes and set a timer to check their speed. With the help of this activity, the team members came to know about their clarity and speed in reading. As compared to need analysis, learners improved a lot in the final test, and they're able to read fast and clearly. In need analysis, most of them were not able to read or were not able to pronounce words. They were struggling to pronounce some hard words like 'creatures', but when the team explained it and asked them to repeat and read aloud, they were able to read with fluency. When the team took the test on the last day of teaching, the maximum was improved according to their first reading test. On the final test they read all eight lines of the poem within their time set for need analysis, where they could read only four lines. The team asked them to practice within themselves in pairs and pronounce clearly. On the final day the project team observed their improvement by setting a timer to check their fluency. They checked their skimming abilities by giving them passages where they had to read to get the main idea and answer the following question related to the passage. When they were given the first passage to solve on the day of the needs analysis, they couldn't read and answer it. But on

the final day test, when the learners were handed a passage, they could read, and learners were able to write the answer and read aloud with better fluency. As compared to need analysis, learners were much improved on the day of the final test. With the help of a skimming test, the project team can understand that learners were more improved and were able to answer quickly by recognizing common words well. A test to check their speed and clarity was taken by giving them a tongue twister activity where they're asked to say the sentence clearly with correct pronunciation. They were asked to one by one say the tongue twister “Fresh fried fish, fish fresh fried” and set a timer to check their speed and clarity. They were also asked to read aloud the tongue twister with clear and correct pronunciation as much as they can repeat in a given time. By testing the clarity and speed through tongue twisters, it helps them to develop their pronunciation and reading skills. On the final day of our teaching, when all the tests were completed, the project team came to know that learners had improved and developed their speed and accuracy in reading without any mistakes. The learners were active and interested in learning new things. When the project team tried testing their abilities with various activities, they came by themselves and took part in activities and tests.

### **THE PROJECT IMPACT**

Reading is one of the most important skills a learner can learn in school. For class V learners this skill helps them to grow their understanding and knowledge. However, reading is not only about knowing words, it includes fluency, skimming, sequencing, and even fun activities like tongue twisters. Through the project, the project team helped learners to improve their reading skill with the help of various activities. Various activities were designed to improve their lack of reading skills which impacted their reading and improved them in various ways. Firstly, a test was taken for the team to know about their fluency and pronunciation by giving them to read their own text book's poem *All Things Bright and Beautiful* in a given time. A thing that came to light was about what they are lacking and the mistakes being made in pronunciation. To improve their problem in reading, they were made to understand the words clearly. The words that they weren't able to pronounce were explained and they were also made to read it silently in between themselves. With this practice a lot of impact was seen in the learners' reading skills. Secondly, a skimming activity was given to the learners where they had to read it quickly and find out the main idea. A handout was given to each of them where the passage was written so that they could read and get the main idea to solve the question related to the passage and read it out. The project team helped them when they were not able to understand

words or meaning so that they could solve the question by themselves and read it out to the class. On the need analysis day, only some of them had answered but on the final test, all of them were able to answer and read it out. With the help of skimming, they're able to get the main idea which impacts their reading skill. Thirdly, they were given the sequencing activity where learners have to read the passage and arrange events or ideas in the right order. This helps with both reading and writing. When learners read a passage or story, they're able to say which comes first, second, or last. They were again given handouts where the passage was written and they had to read it and they arrange it in the right order. On the day of need analysis learners were not able to write the answers correctly even after a thorough explanation and reading it out in the right order. When they were given the second handout of the sequencing passage and were again explained about it, they understood the assignment this time and also answered it in the correct order. Through sequencing learners get to learn new words and get ideas about scrambled sentences from the passage or story. The sequencing helps learners to get a basic idea of events or plot in correct order which impacts a lot on their reading skills. Fourthly, they were given tongue twisters where the learners could improve their pronunciation and their attentive levels for the details. They were asked to repeat again and again the same tongue twister which had been given them to read aloud, so that they can say it faster and focus on each sound. With the help of tongue twister learners recognize patterns in sounds like rhymes and alliteration. This builds not only fluency but phonemic awareness. With the help of tongue twisters, learners got the basic knowledge of words and sounds which have a direct impact on their pronunciation and reading. Thus, the project work which was done by the project team to improve reading skills in between the learners of class V of Maranjana Milijuli Lower Primary School, Maranjana, had its significant effects on learners. Before they were unable to pronounce tough words or read out with fluency but the activities provided by the project team, which were also self-designed, helped the learners to improve a lot in their clarity and fluency. The activities like skimming and sequencing helped them to read and understand the main idea and know about new words. When the learners were given tongue twisters to read and repeat, it improved their clarity with pronunciation and phonemic awareness. It does more than teaching learners how to read, it shows them why reading matters. In class V learners are ready to explore and create. When the team designed activities for the final test and asked learners to do it, they got excited and did it with their own understanding. Over time, this leads to better comprehension, reading with fluency and understanding sentences and words. The activities done with learners helped them to know about their shortcomings and to improve the same. These activities helped them in building confidence and reading aloud in front of

everyone, and to know it well that every learner makes mistakes. With the help of these activities made by the group, their fluency, clarity, pronunciation, thinking, understanding and confidence between learners had remarkably improved. When learners are given all instructions and guidance, they improve a lot with their own knowledge. At the end of the teaching days, improvement in each of the learners and more confidence has been noticed.

## FEEDBACK FROM THE ENGLISH TEACHING LANGUAGE TEACHER

I would like to thank you as well as congratulate for your supportive communication with our children and guiding them to improve their english skill. Our children will definitely success in their entire lives through your teaching. you will be always appreciated by our staff as well as connected society. Hope your best forever.

Thanking you.....

*Athanasios*  
25/5/25  
Head Teacher  
Cum Member Secy.  
Maranjana Millijuli L.P. School

## RECOMMENDATION

The students of the fifth standard in Maranjana Milijuli Lower Primary School, Maranjana, exhibit varying levels of proficiency in reading skills. While some students struggle with basic reading and pronunciation, others face difficulties with writing their names and identifying alphabets. Despite these challenges, it's encouraging to note that most students are able to perform accuracy activities with relative ease. However, some students require additional support to develop fluency in their reading. In order to develop an effective learning situation, the course needs to include motivating reading activities with clear objectives, employ visual aids, and pre-reading vocabulary. incorporating visual aids and graphic organizers can assist students in developing their comprehension and summarizing skills.

To further support students, teachers can also consider providing one-on-one reading sessions, small group reading activities, and opportunities for students to practice reading aloud. By providing targeted support and scaffolding, teachers can help students build their reading skills and develop a stronger foundation in reading. By creating a healthy and supportive environment, developing motivation, and employing relevant materials, teachers can further optimize learning. Given the significant disparities in student abilities, it's essential to adopt a multi-faceted approach to address these challenges. For students struggling with basic reading skills, targeted interventions such as phonics-based instruction and individualized reading support can be highly effective. Additionally, activities that focus on alphabet recognition and tracing can help students who struggle with writing their names and identifying letters. To address the diverse needs of students, the project team recommends implementing a tiered instructional approach. This would involve providing targeted support to students who require extra help, while also challenging more advanced students to develop their skills further. By adopting this approach, teachers can ensure that all students receive the support they need to succeed and make progress in their reading and writing skills.

Overall, with a focused approach to reading instruction and targeted support for students who need it, the project team is confident that the students in Class 5 can make significant progress in their reading skills, particularly in accuracy and fluency.

## **CONCLUSION**

Developing the reading skill of fifth grade learners in rural area, Maranjana was a challenge as well as essential as per in rural areas the skill development courses are not forced. The team has worked on reading subskills like skimming, sequencing, fluency. While on the first visit to the school for need analysis the outcomes were not up to what any of us had expected. After the hard work with the learners on solving out the activities for five days, the outcome was remarkable. Although some hesitate to socialize, the team had built a friendly atmosphere in the classroom to overcome their shyness and social anxiety. Some learners in the classroom hesitate to cooperate but following up to the later portion of the project, everyone was eager to learn or understand what was taught to them. By implementing frequent story reading and using a bilingual medium of communication, the learners understood the text better. The learners can be slowly introduced to becoming independent and fluent readers. The group work concludes that a firm reading foundation established in the early age is an effective help for rural students to overcome their shyness and discomfort to read fluently or anxiety to read aloud.

The learners of Maranjana Milijuli lower primary school, Maranjana lacks reading skill significantly. The project group tried their best to aid a culture of reading and learning in everyday basis. Hence, reading development cannot be regarded as a standalone process, but rather as the building block towards educational equality and social empowerment in rural Assam, as it is one of the initial steps in the building of the framework for a developed future.

## **THE PROJECT TEAM**

The project team is made up of a group of students who worked together to carry out a five-day teaching project. Each member had a different role. Some were involved in planning and teaching inside the classroom, while others worked outside the classroom by preparing handouts and other learning materials. They shared ideas, supported one another, and worked as a team to make the project successful. Their main aim is to help the children learn in a simple and enjoyable way.



- **Momi Begum(Roll-No-ENG-11/23)- As an activity facilitator.**

**Role:** The primary responsibility was to plan and conduct pre, while and post-reading activities, which includes reading aloud sessions, sequencing tasks.

**Experience:** Throughout the project, she developed stronger skill in classroom management, by engaging the learners in different activities according to their needs. she also learned to be patient, as each learners had different levels of learning. One of the most rewarding moments was seeing the learners becoming more confident in expressing their opinions.

**Email id:** [momibegum221@gmail.com](mailto:momibegum221@gmail.com)

- **Manorama Baro (Roll No: ENG-51/23) As a content developer.**

**Role :** The most important work was to design reading materials, including stories and worksheets, which were used for practice by the learners of class V.

**Experience:** The project's main focus is on reading skills, for which she has designed content like short stories and tongue twisters for learners to improve their reading skills. she came to know about their interest in learning new things, perhaps their own texts, and when she asked them about stories, she gave them to read. At the end, she asked the learners what they had gotten new in the stories. They answered quickly with excitement and confidence. Overall, she also learned how to deal with learners and how to calmly handle the classroom.

**Email id:** [manoramabaro39@gmail.com](mailto:manoramabaro39@gmail.com)

- **Nanda Devi Borah (Roll no: ENG-40/23) As an observer.**

**Role:** To observe how the learners participate in every activity and to help out the struggling one.

**Experience:** On the first visit to the school, the learners were seemed to be struggling to open up. But some seemed to be more friendly way. In the activity session during need analysis, some respond by doing the activities to fast and in correct way and some gave us the printout without answering it. But, during the second visit, it was a pleasant surprise to see how warmly they welcomed us. she noticed that some learners were quick to grasp the activities, while others asked for help and requested further explanations of the activities. she also observed that

some learners, who initially showed no interest in reading or answering the questions, gradually became engaged and started participating actively. One particular learner caught her attention at the first meet he struggled to understand the meaning of some difficult words and to identify colours by the names . However, by the end of the teaching session, he showed great improvement. Although he was initially shy and overwhelmed, later on, he became engaging and began exploring something new. The outcome was positive.

**Email id:** [borahnanda687@gmail.com](mailto:borahnanda687@gmail.com)

- **Leena Basumatary (Roll No-29/23)Aa a data analyst.**

**Role:** As a Data Analyst, she is responsible for accurately capturing and documenting data in a systematic and organized manner. She ensures that the data is recorded correctly and consistently, allowing for easy retrieval and analysis to support informed decision-making.

**Experience:** Initially she was nervous about her role as data analyst, but within a couple of days she became comfortable and even enjoyed the process. With five days of experience as a Data Analyst, she has developed a keen eye for detail and a strong ability to accurately capture and document data in a systematic and organised manner, ensuring high-quality data for report.

**Email Id:** [leenabasumatary825@gmail.com](mailto:leenabasumatary825@gmail.com)

- **Ananya Changmai (Roll no: ENG-24/23) As an editorial contributor.**

**Role:** During the five-day teaching project, she played an active role both inside and outside the classroom, contributing significantly to the overall execution of the project. Her primary responsibilities were centered around content creation and classroom support.

**Experience:** Outside the classroom, she took charge of all the typing and editing work related to the project. she compiled, formatted, and refined the teaching materials, ensuring that everything was accurate, well-organized, and visually appealing. Inside the classroom, she assisted in the actual teaching process. While she was not the lead instructor, she actively participated in delivering the lessons, supporting the main teacher, and engaging with students. she helped manage the class, clarified concepts whenever needed, and ensured smooth transitions between activities. This hands-on experience allowed her to connect theory with practice and observe different learning styles among the students. Overall, the project was a

valuable learning opportunity. It gave her a deeper understanding of both teaching methodologies and the behind-the-scenes work that supports successful classroom learning.

**Email id:** [axangmai07@gmail.com](mailto:axangmai07@gmail.com)

Apart from all the particular and significant roles the project team members played, all of them contributed enormously inside the classroom and in the happening of all the activities. All of their contributions together made the completion of this term paper possible. Whether it be the major roles or the minor inconveniences, they showed that teamwork makes everything run smoother than it can ever be if done individually.

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- Hutchinson, Tom, and Alan Waters. *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press, 1987.

## APPENDICES

- Recorded time during need analysis:

<u>Name of the student</u>	<u>Timing</u>
① Shehnaz Begum	25 : 70
② Nasuma Ahmeda	20 : 34
③ Tunali Begum	13 : 11
④ Jakira Begum	58 : 77
⑤ Inamul Haque	56 : 53
⑥ Shahil Ali	44 : 15
⑦ Abdul Aziz	11 : 18
⑧ Parikhil Boro	8 : 44
⑨ Asiqul Haque	36 : 87
⑩ Nasika Alam	9 : 06
⑪ Jabin Akhtar	9 : 57
⑫ Manisha Parbin	12 : 27
⑬ Mahit Daimary	8 : 50

- Recorded time at the end of the last teaching day:

<u>All Things Bright and Beautiful</u>	
① Nasika Alam	10:91
② Akshora Boro	13:77
③ Rituma Begum	11:36
④ Jabin Akhtar	12:60
⑤ Suhana Ahmeda	14:07
⑥ Jakira Begum	01:00:64
⑦ Tunali Begum	14:06
⑧ Abdul Aziz	12:29
⑨ Mohit Daimari	14:84
⑩ Asiqul Haque	16:25
⑪ Shehnaz Begum	14:00
⑫ Sahana Hussain	02:01:08
⑬ Shahnaz Ahmeda	43:68
⑭ Nasuma Ahmeda	14:88
⑮ Manisha Parbin	12:00
⑯ Parikhil Boro	13:00

## • Samples of the activities:

Name = Zakia Blakm class-D  
Doraemon's Time Travel Trouble

One sunny morning, Nobita woke up late again. He looked at the clock and jumped out of bed. "Oh no! I'm going to be late for school!" he cried. He ran to Doraemon and said, "Please help me! I can't be late again!" Doraemon smiled and pulled out a shiny gadget from his pocket. "This is a Time Watch. It can take you back in time," he said. Nobita was excited. He pressed the button quickly. But something went wrong! Instead of going back five minutes, he went back fifty years! Nobita looked around. The streets were quiet. The houses looked old. There were no cars or smartphones—just black-and-white TVs and bicycles. "Where am I?" he whispered. Doraemon soon found him and laughed. "You went back too far!" he said. He pressed the Time Watch again and Poof! they were back in Nobita's room. Nobita grabbed his schoolbag and ran out the door. Doraemon called out, "Next time, try waking up earlier!"

Tick the correct option.

1. Who are the two main characters in the story?	2. Why did Nobita ask Doraemon for help?
a) Suneo and Gian	a) He lost his homework
<input checked="" type="checkbox"/> b) Doraemon and Nobita	b) He was hungry
c) Shinnosuke and Nobita	<input checked="" type="checkbox"/> c) He was late for school
3. What tool did Doraemon give to Nobita?	4. What happened when Nobita used the Time Watch?
a) A flying car	a) He went into the future
<input checked="" type="checkbox"/> b) A Time Watch.	<input checked="" type="checkbox"/> b) He went back five minutes
c) A magic pencil.	c) He went back fifty years
5. What is the main idea of the story?	6. What lesson does Doraemon give Nobita at the end?
a) Time travel is fun.	a) Don't be scared of time travel
<input checked="" type="checkbox"/> b) Doraemon always helps Nobita in funny ways.	<input checked="" type="checkbox"/> c) Wake up on time
c) Nobita loves school.	c) Never use gadgets

ASIKUL HOUR CLASS-IV)

Doraemon's Time Travel Trouble

One sunny morning, Nobita woke up late again. He looked at the clock and jumped out of bed. "Oh no! I'm going to be late for school!" he cried. He ran to Doraemon and said, "Please help me! I can't be late again!" Doraemon smiled and pulled out a shiny gadget from his pocket. "This is a Time Watch. It can take you back in time," he said. Nobita was excited. He pressed the button quickly. But something went wrong! Instead of going back five minutes, he went back fifty years! Nobita looked around. The streets were quiet. The houses looked old. There were no cars or smartphones—just black-and-white TVs and bicycles. "Where am I?" he whispered. Doraemon soon found him and laughed. "You went back too far!" he said. He pressed the Time Watch again and Poof! they were back in Nobita's room. Nobita grabbed his schoolbag and ran out the door. Doraemon called out, "Next time, try waking up earlier!"

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c) Nobita loves school.	c) Never use gadgets

NAME = Mohit Durr  
 Class = D

A Sweet Surprise

It was Rhea's birthday, and she brought cupcakes for the whole class. But when she opened the box, one cupcake was crushed. "Oh no!" she said. "Who squished my cupcake?" Detective Kabir put on his paper hat and looked for clues. First, he saw pink frosting on the floor. Then he found a tiny shoe print near the table. Next, he noticed a napkin with frosting stuck to it. Finally, he saw Milo, the class rabbit, licking his paws behind the bookshelf! "Milo must have jumped on the table!" laughed Kabir. Rhea smiled. "I guess even bunny loves cupcakes." Case closed - with a sweet surprise.

Put the story events in the correct order.

A. Kabir saw frosting on the floor.
<input checked="" type="checkbox"/> B. Rhea found a crushed cupcake in the box.
C. A napkin with frosting was found.
D. Milo the rabbit was found behind the shelf.

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 B. Kabir saw frosting on the floor  
 C. A napkin with frosting was found  
 D. Milo the rabbit was found behind the shelf.

Name = Suhana Ahmeda class-V

A Sweet Surprise

It was Rhea's birthday, and she brought cupcakes for the whole class. But when she opened the box, one cupcake was crushed. "Oh no!" she said. "Who squished my cupcake?" Detective Kabir put on his paper hat and looked for clues. First, he saw pink frosting on the floor. Then he found a tiny shoe print near the table. Next, he noticed a napkin with frosting stuck to it. Finally, he saw Milo, the class rabbit, licking his paws behind the bookshelf! "Milo must have jumped on the table!" laughed Kabir. Rhea smiled. "I guess even bunny loves cupcakes." Case closed - with a sweet surprise.

Put the story events in the correct order.

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D. Milo the rabbit was found behind the shelf.

A) Ans = Rhea found a crushed cupcake in the box  
 B) Ans = Kabir saw frosting on the floor  
 C) Ans = Milo the rabbit was found behind the shelf  
 D) Ans = A napkin with frosting was found



PARKHIST Boro Class = V

### Elephant

The elephant is a big creature (animal).

It has a long trunk and white tusks. It lives in the forest. It eats grass and leaves.

The elephant is very strong and gentle.

Name = Atif In'am

The elephant is a big creature. It has a long leaves and white tusks. It lives in the forest, and eats grass and trunk.

tusk forest lives trunk  
elephant

Name = Nabika  
Week

- 1. In a week there are 7 days.
- 2. We have to go 6 days to school in a week.
- 3. There is a Sunday in a week which is holiday for us.
- 4. There are 4 weeks in a month.
- 5. We do many work in a week.
- 6. The days are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.
- 7. Each day has a different names.
- 8. A week goes quickly when we are busy or having fun.

Name = Jabin Akhtar, Class V

classmate

Date

Page

### Market

1. I always go to market.
2. In market we can get various types of thing.
3. Many people gathered in the market to buy things.
4. From market we can buy vegetables, Fruits and clothes also.
5. We can learn how to do buy things from market.



- Pictures of the project team inside the learners' classroom:

